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## ABSTRACT

During the 1980-1981 school year, the Medford, Massachusetts, Elementary and Secondary Education Act Title I program, Project LEAP, provided services in reading and language skills to approximately 400 students in grades kindergarten through six. Additional program components included instruction in perceptual/motor skills, career awareness (for sixth graders), and school adjustment. California Achievement Test results showed significant gains in each subtest at each grade level. (Subtests measured reading and language skills.) Gains were also demonstrated by a group of selected students in most areas of perceptual/motor skills. Sixth graders showed growth of knowledge, self-awareness, and interest about careers. Results of a behavior/attitude checklist indicated that children in the program improved in behavior and school attitudes. Evaluators found the school administration supportive of Project LEAP. Results of a questionnaire demonstrated that parents were involved and interested in the program.  
(Author/MK)

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ED206792

AN EVALUATION OF PROJECT LEAP,  
E.S.E.A. TITLE I PROGRAM OF  
MEDFORD, MASSACHUSETTS  
1980 - 1981

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1981

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Cover page is from a photo by Kathie Indigaro of the LEAP Staff.

### Evaluation Based on Observation of the Program in Progress

Evaluators visited participating schools on a regular basis, met with the Project Director several times and held a meeting for the Parents Advisory Council to discuss last year's evaluation and respond to questions. The evaluators also provided two inservice staff development workshops for Title I teachers. This year the Title I program was discontinued at the Curtis and initiated at the Brooks and Hillside Schools.

### Facilities

Most facilities continue to range from good to excellent. At the Brooks School, new to the program this year, a large room was made available exclusively for use by LEAP. The facilities at the Hillside School, also new to the program, are small and were not well heated. The interim report suggested that some attempt be made to improve these facilities or to move LEAP to another room. It is also recommended that a better room be provided at the Hervey School if one becomes available. Other program facilities appear to be attractive, comfortable and well-maintained. Building administrators have been most cooperative in terms of allocating necessary space to the program. Problems arise only when space is really unavailable.

### Materials

LEAP maintains an excellent array of diversified materials for use by Title I staff. Both hardware and software are available and parents continue to be encouraged to take advantage of appropriate materials which they may borrow from the program's Resource Center. Teachers

continue to use these materials creatively and to develop their own to meet the special needs of their students.

### Staff

In general, the staff displays a high degree of instructional skill and competence. Program specialists continue to provide excellent services, consulting both with program staff and classroom teachers. They have also been involved in inservice staff development and parent education through workshops, and inservice meetings. For example, the Title I Reading Specialists offered a "Reading Workshop for Parents", which emphasized the role of parents in helping children to have successful reading experiences in school. In addition, the Speech and Language Specialists conducted a two session workshop for the Parents Advisory Council on normal vs. disordered language development in children and ways in which parents can help their children to become better communicators. Materials from this workshop are included in the Appendix. The Title I Physical Education Specialist presented a workshop for staff and Parents Advisory Council members as part of the New England Memorial Hospital Parr Fitness Course. The purpose of this workshop was to develop an understanding of cardio-vascular fitness and its relationship to physical activities. A workshop on "How to Communicate with Children Who are Dealing with a Loss", was conducted by the Title I Adjustment Counsellor for staff and parents, and one of the Reading Specialists and the Adjustment Counsellor each taught a course for the Medford School Department as part of its inservice staff development program. In addition, LEAP was invited to exhibit at the annual Massachusetts State Title I Conference

in Hyannis, Massachusetts during April. An unusual "hands-on" exhibit was presented entitled: "The Use of Media to Teach Communication Skills". It was developed and manned by the Title I Media Specialist, a Title I teacher, and the Project Director. Title I teachers at the Brooks School wrote and published a P.T.A. newsletter for parents to keep them informed about Title I program happenings, special projects, etc. There was only one instance, mentioned in the interim report, in which instruction by a LEAP instructor was considered to be inadequate. With this exception, planning, identification of objectives and instructional procedures, and record keeping have been handled extremely well by the LEAP teachers who remain a committed group of professionals.

#### Staff Activities

This year, as in the past, the Title I staff has participated in a number of professional activities:

LEAP staff members attended local and state conferences on reading, speech and language, communications, media and other related special areas.

Staff members attended a two session inservice workshop which presented the Dartmouth Intensive Language Program model. This workshop was conducted by Dr. D. Henry Buckley, a professor in the Modern Language Department at Dartmouth College, and a director of the Language Outreach Program. During session II, Dr. Buckley demonstrated his language teaching method with some Title I children of limited English language backgrounds.

LEAP staff participated in a two session workshop presented by one of the program evaluators, (Dr. Leslie Burg), on "Improving Reading Comprehension Skills", which stressed understanding the comprehension

process, the use of a taxonomy in developing questioning strategies and an alternative method of instructing directed reading for meaning groups.

Another program evaluator, (Dr. Albert Kovner), offered an inservice workshop for the staff on "Identifying Gifted and Talented Children in Title I and the Planning of Educational Strategies for these Children".

#### The Parents Advisory Council

Medford's Parents Advisory Council had another active year during which they made significant contributions to the program.

-A P.A.C. representative was selected to attend the National Coalition of Title I Parents Annual Conference in Louisville, Kentucky during October, 1980.

-Mrs. Francis Cooper-Berry, P.A.C. Secretary was chosen and was also selected as a representative of the State Parents Advisory Council.

-Mrs. Berry was a member of this year's State Title I Conference Program Planning Committee.

-A Parent Leadership Training Program was begun for the City-Wide Parent Advisory Council. This six week program was offered by the Title I Adjustment Counsellor. The P.A.C. participated in the program, and then evaluated it to determine its value for P.A.C.'s of local schools. It was decided to offer the program twice next year.

-The Title I P.A.C. planned a special event this year entitled, "An Evening with your Congressman, Edward J. Markey". Congressman Markey, of the Seventh Congressional District, came in from Washington on Friday, May 8th to speak on the current issues being discussed on Capitol Hill. He spoke at length on the long range implications of the present budgetary

cuts affecting children and their education.

-P.A.C. members attended the Boston University Conference on "Language and Literacy" on March 21, 1981. This conference was sponsored by the Boston University Institute for Literacy and Language and was designed for parents and educators.

-The P.A.C. continued publication of its newsletter which has been quite effective in informing parents about the program and its various activities.

#### Program Administration

Administration of the LEAP project continues to be one of its strengths. The Director, Bettie Miles, concerns herself with the administrative tasks usually handled by a building principal: curriculum improvement, staff development, student concerns, school community relations, physical facilities, budget and finance and organizational relationships.

Each of these aspects of administration is well directed and coordinated. In addition, the LEAP Director takes special pains to promote a spirit of cooperation among LEAP teachers, other classroom teachers and building administrators. One example of this was a LEAP Staff Development meeting dealing with Identification of Gifted and Talented Children. While the focus of the meeting was for Title I children, teachers from a number of schools attended the conference. This willingness to share marks the Medford Title I Program.

It is apparent to the evaluators that the Director knows the children who are receiving Title I services, knows their parents and families and

plays an active role in orchestrating the combined efforts of LEAP teachers, outside referral agencies, and other school-related services. Student records are reviewed by the Title I Director and are delivered to the evaluators in a timely and efficient manner.

As was true of other Massachusetts communities in 1980-81, Medford was faced with the issue of school closings. Mrs. Miles, through meetings of the Parent Advisory Council, informed Title I parents of the potential impact of the various plans on children receiving services. These meetings were informational and made it possible for parents to understand how services were arranged and maintained.

The skill and dedication of the Title I office staff continues to be a strong ingredient in the overall administration of LEAP. The numerous State and Federal obligations are handled efficiently, as are the needs of the teachers. The children benefit from the staff's ability to accomplish these clerical and administrative duties in a manner which frees teachers and administrators to devote time to program improvement.

The Medford Title I program this year has continued to provide excellent services to the children who participate in it. However, next year's budgetary cuts, mandated by the severe reduction of Federal funds for education, will, in all likelihood, have an adverse affect on certain aspects of the program. No new materials are being ordered, staff is being cut by 25%, including some specialists positions, and LEAP facilities may be withdrawn as schools require more space to accomodate the influx of additional students caused by local school closings and consolidations. With the decrease in staff, fewer children will be able to be serviced.

As evaluators, we have observed and participated in the development of this program to its current standard of excellence. It is a program which has a substantial, positive impact on the youngsters who participate in it. There are too few educational programs which can make that claim; those that can should be encouraged and allowed to continue at their present level of funding.

A system of differential funding which would award the major portion of available funds to those programs which have demonstrated success, and provide start-up monies to school systems submitting proposals containing innovative ideas considered to have promise, would make this possible. Such a procedure would result in the distribution of funds according to merit; schools would compete for available resources, improving their programs in the process. We strongly urge the Massachusetts State Department of Education to consider this method of allocation, rather than a generalized cut-back in funds which will have the effect of penalizing all Title I programs, no matter how successful they have been.

## Test Results and Analyses

### California Achievement Test Results

The California Achievement Test, Form C, 1977 edition, was administered in October/November 1980 and May 1981. The test levels used at each grade level, and the number of children who completed both pre- and posttesting, are as follows:

|         |          |             |
|---------|----------|-------------|
| Grade K | Level 10 | 39 children |
| Grade 1 | Level 11 | 54 children |
| Grade 2 | Level 12 | 37 children |
| Grade 3 | Level 13 | 38 children |
| Grade 4 | Level 14 | 66 children |
| Grade 5 | Level 15 | 85 children |
| Grade 6 | Level 16 | 74 children |

Results were reported in scale scores which were derived from raw scores (number correct) by using norm tables provided by the publisher. On the California, a raw score on one subtest at one level will convert to the same scale score regardless of the time of year the test is administered. This is also true for the conversion of raw scores to grade equivalent scores. Therefore a comparison of pretest and posttest scale scores signifies improvement in performance. Statistical tests of significance, in this case the t test for correlated observations, were applied to scale scores.

Tables 1 and 7 show the comparison of pretest and posttest results. In addition to showing the means and the standard deviations (S.D.) in

scale score units, the tables for grades 1 to 6 present the grade equivalent scores (G.E.) that are equivalent to the mean scale scores. Like the scale scores, grade equivalent scores reflect the number of items correct regardless of the time of year the test was administered. The grade equivalent scores are presented to make interpretation of the results somewhat easier. Grade equivalent scores are not available for results on the kindergarten level (Level 10).

The results presented in Tables 1 to 7 demonstrate that on the average the children made significant gains in each subtest at each grade level. The results are consistent with results of previous years.

Further analysis of California results was made in order to show where children made greater gains than would be expected under "no-project" conditions. This analysis required several steps.

First, mean scale scores were converted to Normal Curve Equivalents (NCE's) using conversion tables provided by the publisher. These tables take into account the time of year testing is done. Consequently, a given scale score on a particular subtest and level converts to a higher NCE on tables for Fall testing than on tables for Spring testing. The pretest and posttest NCE's are shown in Table 8. Also shown in Table 8 is the NCE gain. In all cases gain is in a positive direction. This strongly suggests that all grades improved in relative status when compared to the norm group in the Spring over their status in the Fall. To determine whether these positive changes are significant, the second step was applied.

Second, each pretest NCE was converted to a scale score using the

Spring norm tables that had been employed to find posttest NCE's. The resulting scale scores can be interpreted as expected posttest scale scores under "no-project" conditions, i.e., the posttest scores that would be expected if no Title I instruction had been received. The assumption is that NCE, an index of status relative to the norm group, would be unchanged under "no-project" conditions.

Third, the difference between observed project gain and estimated "no-project" gain, in scale score units, was computed. This difference is shown in Table 8. The significance of quantity, for each group and subtest, was then computed using the t test. The value of each t and its level of significance is also shown in Table 8. The computation of t is as follows:

$$t = \frac{\text{Observed Project Gain} - \text{Estimated "No-Project" Gain}}{\text{SE}_{\text{Po SS}} - \text{Pre SS}}$$

which, expanded, is:

$$t = \frac{\text{Po SS} - \text{Pre SS} - (\text{Exp Po SS} - \text{Pre SS})}{\text{SE}_{\text{Po SS}} - \text{Pre SS}}$$

It can be seen that this simplifies to:

$$t = \frac{\text{Po SS} - \text{Exp Po SS}}{\text{SE}_{\text{Po SS}} - \text{Pre SS}}$$

That is, the difference between mean observed project gain and mean estimated "no-project" gain is equal to the difference between the posttest mean and the expected posttest mean.

The  $t$  tests reported in Table 8 were one-tailed. The one-tailed test ignores any instance in which expected "no-project" gain exceeds observed gain. (There were no such instances).

As Table 8 shows, nearly all values of  $t$  were significant. In general, all NCE gains greater than 5 were significant. The lowest proportion of subtests showing significant change of status of children from Fall to Spring testing relative to the norm group occurred in Grade 3.

Table 1  
 Comparison of Pre- and Post-test Results<sup>a</sup>  
 on the California Achievement Test Level 10C  
 for Grade K, N = 39

| <u>Test</u>           | <u>Pretest</u> |           | <u>Posttest</u> |           |
|-----------------------|----------------|-----------|-----------------|-----------|
|                       | Mean           | S.S. S.D. | Mean            | S.S. S.D. |
| Listening             | 174.10         | 32.33     | 223.87          | 29.99     |
| Letter Forms          | 157.79         | 52.55     | 228.18          | 36.42     |
| Letter Names          | 179.46         | 43.62     | 225.13          | 36.46     |
| Total Alph.<br>Skills | 160.51         | 52.15     | 226.18          | 39.55     |
| Letter Sounds         | 170.87         | 42.58     | 231.18          | 39.53     |
| Visual Discr.         | 171.97         | 35.23     | 236.59          | 31.70     |
| Sound Match           | 181.54         | 40.62     | 251.49          | 39.01     |
| Total Discr.          | 168.36         | 40.70     | 246.13          | 39.40     |
| Total PreRead.        | 149.56         | 42.71     | 231.36          | 39.15     |

<sup>a</sup>All gains are significant at  $p < .001$  level.

Table 2  
 Comparison of Pre- and Post-test Results <sup>a</sup>  
 on the California Achievement Test Level 11C  
 for Grade 1, N = 54

| <u>Test</u>            | <u>Pretest</u><br>Mean S.S.<br>and S.D. | <u>Equivalent</u><br>G.E. | <u>Posttest</u><br>Mean S.S.<br>and S.D. | <u>Equivalent</u><br>G.E. |
|------------------------|-----------------------------------------|---------------------------|------------------------------------------|---------------------------|
| Phonic<br>Analysis     | 252.94<br>39.87                         |                           | 339.39<br>25.33                          |                           |
| Read.<br>Vocabulary    | 267.31<br>31.59                         | 0.6                       | 336.22<br>28.79                          | 1.8                       |
| Read.<br>Comprehension | 245.22<br>47.69                         | 0.4                       | 338.33<br>34.29                          | 1.8                       |
| Total Reading          | 212.98<br>48.25                         | 0.4                       | 318.07<br>38.13                          | 1.8                       |
| Language<br>Expression | 288.59<br>57.94                         | 0.5                       | 352.07<br>55.58                          | 1.7                       |

<sup>a</sup>All gains in mean S.S. are significant at  $p < .001$  level.

Table 4  
 Comparison of Pre- and Post-test Results  
 on the California Achievement Test Level 13C  
 for Grade 3, N = 38

| <u>Test</u>              | <u>Pretest</u><br>Mean S.S.<br>and S.D. | <u>Equivalent</u><br>G.E. | <u>Posttest</u><br>Mean S.S.<br>and S.D. | <u>Equivalent</u><br>G.E. |
|--------------------------|-----------------------------------------|---------------------------|------------------------------------------|---------------------------|
| Phonic<br>Analysis       | 371.97<br>37.03                         |                           | 404.37 <sup>b</sup><br>30.31             |                           |
| Struct.<br>Analysis      | 357.76<br>35.93                         |                           | 391.55 <sup>b</sup><br>40.52             |                           |
| Read.<br>Vocabulary      | 363.53<br>41.77                         | 2.4                       | 400.37 <sup>b</sup><br>27.64             | 3.5                       |
| Reading<br>Comprehension | 366.84<br>31.24                         | 2.3                       | 398.97 <sup>b</sup><br>31.94             | 3.1                       |
| Total<br>Reading         | 339.26<br>42.68                         | 2.3                       | 377.71 <sup>b</sup><br>44.34             | 3.2                       |
| Spelling                 | 406.68<br>58.15                         | 2.7                       | 443.89 <sup>a</sup><br>72.95             | 3.6                       |
| Language<br>Mechanics    | 420.26<br>50.01                         | 2.6                       | 457.37 <sup>b</sup><br>54.24             | 3.5                       |
| Language<br>Expression   | 394.89<br>47.09                         | 2.3                       | 435.76 <sup>b</sup><br>38.78             | 3.3                       |
| Total<br>Language        | 395.29<br>45.70                         | 2.6                       | 437.55 <sup>b</sup><br>40.12             | 3.5                       |

<sup>a</sup>Gains significant at  $p < .01$  level.

<sup>b</sup>Gains significant at  $p < .001$  level.

Table 5  
 Comparison of Pre- and Post-test Results <sup>a</sup>  
 on the California Achievement Test Level 14C  
 for Grade 4, N = 66

| <u>Test</u>            | <u>Pretest</u><br>Mean S.S.<br>and S.D. | <u>Equivalent</u><br>G.E. | <u>Posttest</u><br>Mean S.S.<br>and S.D. | <u>Equivalent</u><br>G.E. |
|------------------------|-----------------------------------------|---------------------------|------------------------------------------|---------------------------|
| Read.<br>Vocabulary    | 400.03<br>30.35                         | 3.5                       | 438.02<br>26.46                          | 4.5                       |
| Read.<br>Comprehension | 400.03<br>32.64                         | 3.2                       | 430.18<br>32.83                          | 3.9                       |
| Total<br>Reading       | 388.73<br>28.94                         | 3.4                       | 424.76<br>25.69                          | 4.2                       |
| Spelling               | 438.26<br>66.15                         | 3.5                       | 493.12<br>56.19                          | 5.0                       |
| Language<br>Mechanics  | 452.48<br>36.60                         | 3.4                       | 516.45<br>50.56                          | 5.6                       |
| Language<br>Expression | 431.71<br>37.49                         | 3.2                       | 471.95<br>42.74                          | 4.3                       |
| Total<br>Language      | 427.44<br>36.06                         | 3.3                       | 481.30<br>46.17                          | 4.7                       |

<sup>a</sup>All gains in mean S.S. are significant at  $p < .001$  level.

Table 6

Comparison of Pre- and Post-test Results <sup>a</sup>  
 on the California Achievement Test Level 15C  
 for Grade 5, N = 85

| <u>Test</u>            | <u>Pretest</u><br>Mean S.S.<br>and S.D. | <u>Equivalent</u><br>G.E. | <u>Posttest</u><br>Mean S.S.<br>and S.D. | <u>Equivalent</u><br>G.E. |
|------------------------|-----------------------------------------|---------------------------|------------------------------------------|---------------------------|
| Read.<br>Vocabulary    | 446.95<br>33.69                         | 4.7                       | 473.96<br>39.08                          | 5.7                       |
| Read.<br>Comprehension | 445.19<br>32.23                         | 4.3                       | 471.88<br>37.91                          | 5.2                       |
| Total<br>Reading       | 437.05<br>28.22                         | 4.5                       | 464.85<br>35.08                          | 5.4                       |
| Spelling               | 503.14<br>46.22                         | 5.3                       | 526.07<br>50.33                          | 6.2                       |
| Language<br>Mechanics  | 491.79<br>38.84                         | 4.5                       | 531.00<br>41.29                          | 6.5                       |
| Language<br>Expression | 478.52<br>43.32                         | 4.5                       | 505.52<br>46.24                          | 6.0                       |
| Total<br>Language      | 472.48<br>36.23                         | 4.4                       | 509.46<br>42.26                          | 6.0                       |

<sup>a</sup>All gains in mean S.S. are significant at  $p < .001$  level.

Table 7  
 Comparison of Pre- and Post-test Results <sup>a</sup>  
 on the California Achievement Test Level 16C  
 for Grade 6, N = 74

| <u>Test</u>            | <u>Pretest</u><br>Mean S.S.<br>and S.D. | <u>Equivalent</u><br>G.E. | <u>Posttest</u><br>Mean S.S.<br>and S.D. | <u>Equivalent</u><br>G.E. |
|------------------------|-----------------------------------------|---------------------------|------------------------------------------|---------------------------|
| Read.<br>Vocabulary    | 460.05<br>33.65                         | 5.2                       | 485.76<br>37.99                          | 6.1                       |
| Read.<br>Comprehension | 455.09<br>46.11                         | 4.6                       | 481.42<br>34.95                          | 5.5                       |
| Total<br>Reading       | 448.05<br>37.60                         | 4.8                       | 474.57<br>36.32                          | 5.8                       |
| Spelling               | 516.35<br>54.24                         | 5.9                       | 543.03<br>73.15                          | 7.4                       |
| Language<br>Mechanics  | 512.03<br>43.38                         | 5.4                       | 544.65<br>44.41                          | 7.4                       |
| Language<br>Expression | 483.72<br>41.41                         | 4.6                       | 512.89<br>40.58                          | 6.4                       |
| Total<br>Language      | 488.03<br>41.04                         | 5.0                       | 519.62<br>34.99                          | 6.6                       |
| Refer.<br>Skills       | 463.93<br>41.77                         | 4.5                       | 499.61<br>53.65                          | 6.0                       |

<sup>a</sup>All gains in mean S.S. are significant at  $p < .001$  level.

Table 8

Change in Status Relative to Norm Group: Reflected  
 in NCE Gain and in Project SS Gain - No Project SS Gain.  
 (The t test is for Project SS Gain - No Project SS Gain.)

| <u>Grade<br/>and Test</u> | <u>Pretest<br/>NCE</u> | <u>Posttest<br/>NCE</u> | <u>NCE<br/>Gain</u> | <u>Project SS Gain<br/>-No Project SS Gain</u> | <u>t</u>           |
|---------------------------|------------------------|-------------------------|---------------------|------------------------------------------------|--------------------|
| <u>Grade K</u>            |                        |                         |                     |                                                |                    |
| Lis.                      | 28                     | 40                      | 12                  | 24.9                                           | 3.852 <sup>d</sup> |
| L.F.                      | 28                     | 42                      | 14                  | 26.2                                           | 3.293 <sup>c</sup> |
| L.N.                      | 38                     | 41                      | 3                   | 4.1                                            | 0.659 <sup>a</sup> |
| T.A1.Sk.                  | 31                     | 41                      | 10                  | 19.2                                           | 2.918 <sup>c</sup> |
| L.S.                      | 32                     | 44                      | 12                  | 23.2                                           | 3.354 <sup>c</sup> |
| Vis.D.                    | 31                     | 47                      | 16                  | 30.6                                           | 6.479 <sup>d</sup> |
| S.M.                      | 33                     | 56                      | 23                  | 41.5                                           | 6.717 <sup>d</sup> |
| T. Disc.                  | 29                     | 53                      | 24                  | 46.1                                           | 7.772 <sup>d</sup> |
| T.PreR.                   | 25                     | 45                      | 20                  | 35.4                                           | 6.579 <sup>d</sup> |
| <u>Grade 1</u>            |                        |                         |                     |                                                |                    |
| P.A.                      | 34                     | 55                      | 21                  | 46.4                                           | 7.354 <sup>d</sup> |
| R.V.                      | 37                     | 52                      | 15                  | 27.2                                           | 4.907 <sup>d</sup> |
| R.C.                      | 31                     | 51                      | 20                  | 43.3                                           | 5.801 <sup>d</sup> |
| T.R.                      | 24                     | 53                      | 29                  | 64.1                                           | 7.896 <sup>d</sup> |
| L.E.                      | 40                     | 45                      | 5                   | 12.1                                           | 1.270 <sup>a</sup> |

Table 8 (cont.)

| <u>Grade<br/>and Test</u> | <u>Pretest<br/>NCE</u> | <u>Posttest<br/>NCE</u> | <u>NCE<br/>Gain</u> | <u>Project SS Gain<br/>-No Project SS Gain</u> | <u>t</u>           |
|---------------------------|------------------------|-------------------------|---------------------|------------------------------------------------|--------------------|
| <u>Grade 2</u>            |                        |                         |                     |                                                |                    |
| P.A.                      | 40                     | 52                      | 12                  | 30.8                                           | 4.211 <sup>d</sup> |
| S.A.                      | 42                     | 47                      | 5                   | 9.0                                            | 0.948 <sup>a</sup> |
| R.V.                      | 42                     | 47                      | 5                   | 11.5                                           | 1.888 <sup>b</sup> |
| R.C.                      | 34                     | 44                      | 10                  | 26.6                                           | 4.967 <sup>d</sup> |
| T.R.                      | 35                     | 44                      | 9                   | 21.8                                           | 2.998 <sup>c</sup> |
| S.                        | 37                     | 51                      | 14                  | 43.0                                           | 4.328 <sup>d</sup> |
| L.M.                      | 34                     | 45                      | 11                  | 26.3                                           | 3.678 <sup>d</sup> |
| L.E.                      | 33                     | 42                      | 9                   | 25.9                                           | 2.773 <sup>c</sup> |
| T.L.                      | 31                     | 45                      | 12                  | 33.1                                           | 4.862 <sup>d</sup> |
| <u>Grade 3</u>            |                        |                         |                     |                                                |                    |
| P.A.                      | 46                     | 51                      | 5                   | 10.4                                           | 1.544 <sup>a</sup> |
| S.A.                      | 42                     | 46                      | 4                   | 8.6                                            | 1.257 <sup>a</sup> |
| R.V.                      | 40                     | 45                      | 5                   | 12.4                                           | 1.937 <sup>b</sup> |
| R.C.                      | 37                     | 41                      | 4                   | 9.0                                            | 1.766 <sup>b</sup> |
| T.R.                      | 36                     | 40                      | 4                   | 8.7                                            | 1.032 <sup>a</sup> |
| S.                        | 45                     | 47                      | 2                   | 4.9                                            | 0.432 <sup>a</sup> |
| L.M.                      | 41                     | 46                      | 5                   | 11.4                                           | 1.172 <sup>a</sup> |
| L.E.                      | 37                     | 43                      | 6                   | 16.8                                           | 2.184 <sup>b</sup> |
| T.L.                      | 41                     | 46                      | 5                   | 12.6                                           | 1.787 <sup>b</sup> |

Table 8 (cont.)

| <u>Grade<br/>and Test</u> | <u>Pretest<br/>NCE</u> | <u>Posttest<br/>NCE</u> | <u>NCE<br/>Gain</u> | <u>Project SS Gain<br/>-No Project SS Gain</u> | <u>t</u>           |
|---------------------------|------------------------|-------------------------|---------------------|------------------------------------------------|--------------------|
| <u>Grade 4</u>            |                        |                         |                     |                                                |                    |
| R.V.                      | 38                     | 47                      | 9                   | 22.0                                           | 5.448 <sup>d</sup> |
| R.C.                      | 36                     | 41                      | 5                   | 14.2                                           | 2.929 <sup>c</sup> |
| T.R                       | 37                     | 43                      | 6                   | 19.8                                           | 5.153 <sup>d</sup> |
| S.                        | 42                     | 53                      | 11                  | 36.1                                           | 3.739 <sup>d</sup> |
| L.M.                      | 39                     | 55                      | 16                  | 48.5                                           | 7.982 <sup>d</sup> |
| L.E.                      | 35                     | 44                      | 9                   | 30.0                                           | 6.139 <sup>d</sup> |
| T.L.                      | 37                     | 49                      | 12                  | 37.3                                           | 6.976 <sup>d</sup> |
| <u>Grade 5</u>            |                        |                         |                     |                                                |                    |
| R.V.                      | 45                     | 49                      | 4                   | 12.0                                           | 3.651 <sup>d</sup> |
| R.C.                      | 42                     | 45                      | 3                   | 7.9                                            | 2.497 <sup>c</sup> |
| T.R.                      | 43                     | 47                      | 4                   | 9.9                                            | 3.317 <sup>d</sup> |
| S.                        | 51                     | 54                      | 3                   | 8.1                                            | 1.497 <sup>a</sup> |
| L.M.                      | 45                     | 52                      | 7                   | 23.0                                           | 5.366 <sup>d</sup> |
| L.E.                      | 44                     | 50                      | 6                   | 17.5                                           | 3.687 <sup>d</sup> |
| T.L.                      | 44                     | 51                      | 7                   | 20.5                                           | 5.514 <sup>d</sup> |
| <u>Grade 6</u>            |                        |                         |                     |                                                |                    |
| R.V.                      | 42                     | 46                      | 4                   | 11.8                                           | 3.244 <sup>d</sup> |
| R.C.                      | 37                     | 41                      | 4                   | 11.4                                           | 2.087 <sup>b</sup> |
| T.R.                      | 38                     | 42                      | 4                   | 13.6                                           | 3.163 <sup>c</sup> |
| S.                        | 48                     | 53                      | 5                   | 17.0                                           | 2.255 <sup>b</sup> |
| L.M.                      | 46                     | 52                      | 6                   | 18.7                                           | 3.652 <sup>d</sup> |
| L.E.                      | 42                     | 47                      | 5                   | 15.9                                           | 3.104 <sup>c</sup> |

Table 8 (cont.)

| <u>Grade<br/>and Test</u>  | <u>Pretest<br/>NCE</u> | <u>Posttest<br/>NCE</u> | <u>NCE<br/>Gain</u> | <u>Project SS Gain<br/>-No Project SS Gain</u> | <u>t</u>           |
|----------------------------|------------------------|-------------------------|---------------------|------------------------------------------------|--------------------|
| <u>Grade 6 (continued)</u> |                        |                         |                     |                                                |                    |
| T.L.                       | 43                     | 48                      | 5                   | 17.6                                           | 4.142 <sup>d</sup> |
| R.S.                       | 38                     | 45                      | 7                   | 20.6                                           | 3.340 <sup>d</sup> |

<sup>a</sup>Not significant

<sup>b</sup>Significant at  $< .05$  level (one-tailed).

<sup>c</sup>Significant at  $< .01$  level (one tailed).

<sup>d</sup>Significant at  $< .001$  level (one-tailed).

### Perceptual - Motor Ability

A group of children who were identified as having need for perceptual-motor skills development participated in the physical education component of the LEAP program. Progress was assessed by means of a perceptual-motor skills test.

First graders were tested in six areas: (1) ball skills, (2) coordination, (3) balance, (4) body image and directionality, (5) strength, and (6) visual achievement. Children in grades 2 to 6 were tested in five areas: (1) ball skills, (2) coordination, (3) balance, (4) strength, and (5) visual achievement.

Tables 9 to 14 show the progress made at each level. Results are reported in raw score units (RS). First and second graders made significant progress in each area except strength. Third graders made significant gains in all areas. Fourth graders made significant gains in all areas except visual achievement. Fifth and sixth graders made significant progress in all areas except strength.

Table 9

Comparison of Pre- and Post-test Results in  
Perceptual - Motor Skills for Grade 1, N = 21

| <u>Subtest<br/>Area</u> | <u>Pretest</u>   |             | <u>Posttest</u>  |             | P      |
|-------------------------|------------------|-------------|------------------|-------------|--------|
|                         | <u>Mean R.S.</u> | <u>S.D.</u> | <u>Mean R.S.</u> | <u>S.D.</u> |        |
| 1                       | 2.8              | 1.37        | 3.8              | .40         | < .001 |
| 2                       | 3.7              | 1.35        | 5.4              | 1.07        | < .001 |
| 3                       | 1.5              | .93         | 2.4              | .86         | < .001 |
| 4                       | 1.8              | .98         | 2.5              | .68         | < .01  |
| 5                       | .9               | .36         | 1.0              | .00         | NS     |
| 6                       | .4               | .59         | 1.0              | .67         | < .01  |
| Total                   | 11.0             | 3.51        | 16.1             | 2.17        | < .001 |

Table 10

Comparison of Pre- and Post-test Results in  
Perceptual - Motor Skills for Grade 2, N = 7

| <u>Subtest<br/>Area</u> | <u>Pretest</u>   |             | <u>Posttest</u>  |             | P      |
|-------------------------|------------------|-------------|------------------|-------------|--------|
|                         | <u>Mean R.S.</u> | <u>S.D.</u> | <u>Mean R.S.</u> | <u>S.D.</u> |        |
| 1                       | 1.9              | .90         | 2.7              | .76         | < .001 |
| 2                       | 2.6              | .79         | 3.7              | .49         | < .05  |
| 3                       | 1.7              | .95         | 2.6              | .79         | < .05  |
| 4                       | 1.9              | .38         | 1.9              | .38         | NS     |
| 5                       | .4               | .53         | 1.6              | .79         | < .05  |
| Total                   | 8.4              | 1.90        | 12.4             | .79         | < .001 |

Table 11

Comparison of Pre- and Post-test Results in  
Perceptual - Motor Skills for Grade 3, N = 12

| <u>Subtest<br/>Area</u> | <u>Pretest</u>   |             | <u>Posttest</u>  |             | p      |
|-------------------------|------------------|-------------|------------------|-------------|--------|
|                         | <u>Mean R.S.</u> | <u>S.D.</u> | <u>Mean R.S.</u> | <u>S.D.</u> |        |
| 1                       | 2.8              | 1.29        | 4.0              | 1.04        | < .001 |
| 2                       | 1.0              | .74         | 1.8              | .39         | < .01  |
| 3                       | 1.1              | .79         | 1.7              | .49         | < .05  |
| 4                       | 2.4              | .79         | 3.0              | .00         | < .05  |
| 5                       | .7               | .65         | 1.0              | .60         | < .05  |
| Total                   | 7.9              | 1.51        | 11.5             | .90         | < .001 |

Table 12

Comparison of Pre- and Post-test Results in  
Perceptual - Motor Skills for Grade 4, N = 13

| <u>Subtest<br/>Area</u> | <u>Pretest</u>   |             | <u>Posttest</u>  |             | p      |
|-------------------------|------------------|-------------|------------------|-------------|--------|
|                         | <u>Mean R.S.</u> | <u>S.D.</u> | <u>Mean R.S.</u> | <u>S.D.</u> |        |
| 1                       | 3.3              | 1.75        | 4.5              | .97         | < .01  |
| 2                       | .6               | .51         | 1.6              | .65         | < .001 |
| 3                       | 1.5              | .52         | 1.9              | .28         | < .05  |
| 4                       | 2.1              | .64         | 2.8              | .55         | < .001 |
| 5                       | 1.0              | .71         | 1.4              | .51         | NS     |
| Total                   | 8.5              | 2.57        | 12.2             | 2.05        | < .001 |

Table 13

Comparison of Pre- and Post-test Results in  
Perceptual - Motor Skills for Grade 5, N = 8

| <u>Subtest<br/>Area</u> | <u>Pretest</u>   |             | <u>Posttest</u>  |             | P      |
|-------------------------|------------------|-------------|------------------|-------------|--------|
|                         | <u>Mean R.S.</u> | <u>S.D.</u> | <u>Mean R.S.</u> | <u>S.D.</u> |        |
| 1                       | 1.6              | .92         | 2.5              | .76         | < .05  |
| 2                       | .9               | .64         | 2.5              | .76         | < .01  |
| 3                       | .1               | .35         | .6               | .52         | < .05  |
| 4                       | 1.8              | .46         | 1.9              | .35         | NS     |
| 5                       | 1.1              | .35         | 1.6              | .52         | < .05  |
| Total                   | 5.5              | 1.51        | 9.1              | 1.64        | < .001 |

Table 14

Comparison of Pre- and Post-test Results in  
Perceptual - Motor Skills for Grade 6, N = 10

| <u>Subtest<br/>Area</u> | <u>Pretest</u>   |             | <u>Posttest</u>  |             | P      |
|-------------------------|------------------|-------------|------------------|-------------|--------|
|                         | <u>Mean R.S.</u> | <u>S.D.</u> | <u>Mean R.S.</u> | <u>S.D.</u> |        |
| 1                       | 1.2              | 1.03        | 2.5              | .53         | < .001 |
| 2                       | 2.2              | .63         | 3.0              | .00         | < .01  |
| 3                       | .4               | .52         | .8               | .42         | < .05  |
| 4                       | 1.7              | .48         | 2.0              | .00         | NS     |
| 5                       | 1.1              | .32         | 1.6              | .52         | < .05  |
| Total                   | 6.6              | 1.84        | 9.9              | .88         | < .001 |

### Career Awareness

This year the Career Awareness Program was presented by regular LEAP instructors to sixth grade children. No career awareness specialists were employed exclusively to present the career awareness program.

The program provided students with experiences that were intended to help them understand the world of work and examine their own interests in various jobs and career clusters. Three instruments were used to assess the program's effectiveness.

A Career Awareness Questionnaire consisted of two parts: Career Information and Self-awareness (attitude and job preparation). As shown in Table 15, students made significant gains in measures of career information and of self-awareness.

Students checked jobs in which they were interested on a Career Awareness Interest Inventory. Jobs were classified in job clusters. Table 16 shows that the number of jobs and the number of clusters in which students expressed an interest increased significantly.

The third instrument was used only at the conclusion of the program. This was the Student Evaluation of Career Awareness. Responses to the questions on this instrument are generally supportive of the program (see Table 17). Results are similar to those obtained in the 1979-1980 evaluation. (Item 1 of the current instrument differed slightly from the corresponding item in the 1979-1980 evaluation form.) Although responses are supportive of program objectives, the strength of this support is less than was the case in 1979-1980, judging from differences in responses to Items 1, 2, 3, and 5 in 1979-1980 and in the current year.

TITLE I - LEAP

CAREER AWARENESS QUESTIONNAIRE

Part I.

Directions: Read each sentence carefully and select one answer from the four answers given. Circle the letter (A,B,C or D) which stands before the answer you think is correct.

1. The person who schedules planes for take-offs and landings is called:
  - a. pilot
  - b. air traffic controller
  - c. flight engineer
  - d. flight attendant
2. The man or woman who takes a sample of blood from a patient's finger or arm is a:
  - a. lab assistant
  - b. food scientist
  - c. x ray technician
  - d. dental hygienist
3. The man who takes the pictures you see on T.V. is a:
  - a. film editor
  - b. t.v. director
  - c. camera operator
  - d. critic
4. In large business, the person who does the hiring and firing of employees is the:
  - a. personnel manager
  - b. receptionist
  - c. training representatives
  - d. switchboard operator
5. Circle one job that is not in the public service cluster:
  - a. city manager
  - b. food and drug inspector
  - c. teacher
  - d. gardener

6. Circle one job title which falls into the category of conservation:
  - a. keypunch operator
  - b. air pollution inspector
  - c. computer programmer
  - d. sailor
7. A \_\_\_\_\_ decides how much property tax each person will pay:
  - a. city planner
  - b. building inspector
  - c. city assessor
  - d. personnel manager
8. A proofreader is responsible for performing \_\_\_\_\_ service (s).
  - a. one
  - b. no
  - c. many

Directions: Read each sentence carefully. Choose the appropriate answer by circling true or false.

1. The energy analysts work to save scarce and dwindling energy supplies.
 

true                  false
2. Mayor, judge, printer all belong to the medical cluster.
 

true                  false
3. Urban planners study the cities needs today and try to determine what the needs will be 10, 20 even 50 years from now.
 

true                  false
4. In the future, the computer area will decline and fewer people will be needed to do the jobs.
 

true                  false

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## TITLE I - LEAP

CAREER AWARENESS QUESTIONNAIRE

## Part II.

Directions: Read each sentence carefully and circle the appropriate answer.

- |                                                                                             |     |    |
|---------------------------------------------------------------------------------------------|-----|----|
| 1. It is wise to think about different occupations while still in school.                   | yes | no |
| 2. You must attend college to get a good job.                                               | yes | no |
| 3. An important part of any job is getting along with people.                               | yes | no |
| 4. Knowing what you don't like will help you decide what kind of work you would like to do. | yes | no |
| 5. Parents decide what occupations their children will have.                                | yes | no |
| 6. Every kind of work is important.                                                         | yes | no |
| 7. Satisfaction in your job will result in a more enjoyable home life.                      | yes | no |
| 8. The subjects you study in school will help you get a job.                                | yes | no |

1980-1981

Career Awareness Questionnaire  
Part II. (continued)

Directions: Read each sentence carefully and circle the appropriate answer.

9. The subjects you study in school are important only if you want to go to college.
 

|     |    |
|-----|----|
| yes | no |
|-----|----|
10. Hobbies are an important part of life.
 

|     |    |
|-----|----|
| yes | no |
|-----|----|
11. Every person has responsibilities to his or her community.
 

|     |    |
|-----|----|
| yes | no |
|-----|----|
12. Some people can't do anything well.
 

|     |    |
|-----|----|
| yes | no |
|-----|----|
13. If you want to be an electrician which kind of school would you choose:
  - a. university
  - b. community college
  - c. vocational-technical school
  - d. business college
14. Which of the following is most important to you in deciding an occupation?
  - a. if you make enough money
  - b. if you like the work
  - c. if you can advance to a higher position
  - d. if the geographic location is to your liking
15. To get ready for an occupation you might attend which of the following:
  - a. vocational-technical school
  - b. community college
  - c. university
  - d. all of the above

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1980-81

## TITLE I - LEAP

Name \_\_\_\_\_ School \_\_\_\_\_

CAREER AWARENESS INTEREST INVENTORYGRADES FIVE AND SIX

- Directions: 1. Circle the grade you are in.  
2. Check off all the jobs that you are interested in.

1. TRANSPORTATION  
check here:

\_\_\_\_\_ flight attendant  
\_\_\_\_\_ air traffic controller  
\_\_\_\_\_ mechanic  
\_\_\_\_\_ pilot  
\_\_\_\_\_ truck driver  
\_\_\_\_\_ subway train driver

2. COMMUNICATIONS AND  
MEDIA  
check here:

\_\_\_\_\_ photographer  
\_\_\_\_\_ sports reporter  
\_\_\_\_\_ telephone operator  
\_\_\_\_\_ camera operator  
\_\_\_\_\_ radio announcer  
\_\_\_\_\_ editor

3. BUSINESS AND OFFICE  
check here:

\_\_\_\_\_ accountant  
\_\_\_\_\_ secretary  
\_\_\_\_\_ computer operator  
\_\_\_\_\_ lawyer  
\_\_\_\_\_ bank teller/manager  
\_\_\_\_\_ insurance agent

4. HOSPITALITY AND  
RECREATION  
check here:

\_\_\_\_\_ hotel manager  
\_\_\_\_\_ travel agent  
\_\_\_\_\_ tour guide  
\_\_\_\_\_ pro athlete  
\_\_\_\_\_ athletic coach  
\_\_\_\_\_ cruise director

Title I - LEAP  
Career Awareness Interest Inventory  
Grade 5 & 6  
Page 2.

5. HEALTH

check here:

|       |                  |
|-------|------------------|
| _____ | x-ray technician |
| _____ | dental assistant |
| _____ | veterinarian     |
| _____ | dietician        |
| _____ | pharmacist       |
| _____ | doctor           |

6. MARINE SCIENCE

check here:

|       |                |
|-------|----------------|
| _____ | fisherman      |
| _____ | oceanographer  |
| _____ | geologist      |
| _____ | deep sea diver |
| _____ | aquonaut       |
| _____ | ocean engineer |

List any other jobs that interest you.

Table 15

Comparison of Pre- and Post-test Results on  
the Career Awareness Questionnaire by Sixth Graders, N = 74

| <u>Area</u>         | <u>Pretest</u> |             | <u>Posttest</u> |             | <u>p</u> |
|---------------------|----------------|-------------|-----------------|-------------|----------|
|                     | <u>Mean</u>    | <u>S.D.</u> | <u>Mean</u>     | <u>S.D.</u> |          |
| 1. Career Awareness | 3.99           | 2.02        | 6.61            | 2.54        | <.001    |
| 2. Self-Awareness   | 9.04           | 2.55        | 11.23           | 1.98        | <.001    |

Table 16

Comparison of Pre- and Post-test Results on  
the Career Awareness Interest Inventory by Sixth Graders, N = 74

| <u>Area</u> | <u>Pretest</u> |             | <u>Posttest</u> |             | <u>p</u> |
|-------------|----------------|-------------|-----------------|-------------|----------|
|             | <u>Mean</u>    | <u>S.D.</u> | <u>Mean</u>     | <u>S.D.</u> |          |
| 1. Clusters | 4.39           | 1.79        | 5.04            | 1.38        | <.01     |
| 2. Jobs     | 8.49           | 5.15        | 10.35           | 4.77        | <.01     |

Table 17

## Student Evaluation of the Career Awareness Program

## Grade 6

|                                                                                                                            | <u>Yes</u> |      | <u>No</u> |      |
|----------------------------------------------------------------------------------------------------------------------------|------------|------|-----------|------|
|                                                                                                                            | No.        | %    | No.       | %    |
| 1. Did the Career Awareness Program help make you more aware of your strengths and weaknesses?                             | 56         | 75.7 | 18        | 24.3 |
| 2. Did you learn more about jobs in the Career Awareness Program?                                                          | 62         | 83.8 | 12        | 16.2 |
| 3. Do you think that Career Awareness has helped you become interested in this job cluster?                                | 52         | 70.3 | 22        | 29.7 |
| 4. Have you ever shared information about a job with your family or classmates?                                            | 56         | 75.7 | 18        | 24.3 |
| 5. After completing a job group in Career Awareness, have you ever tried to learn more about one of the jobs in the group? | 40         | 54.1 | 34        | 45.9 |

Affective Domain: Behavior/Attitude Checklist

Focusing on the premise that growth in cognitive skill is frequently associated with the development of skills in the affective domain, the LEAP staff members have developed a procedure for highlighting four aspects of affective growth: Self-Confidence, Responsibility, Cooperation, and Interest. Within each of these categories, teachers have identified behaviors which, when observed, will indicate evidence for that category. For example, responsibility may be said to be indicated when a child:

- "...attends school regularly."
- "...arrives for classes on time."
- "...takes proper care of materials and books assigned."
- "...questions material that is not understood."

(The entire checklist is to be found on the following pages.)

Through the attention given to such matters, LEAP teachers not only are able to give substance to rather abstract concepts, but, at the same time, may be more aware of a child's behavior and provide experiences which will reinforce self-confidence, responsibility, cooperation and interest in a systematic way.

The results of the pretest and posttest of Behavior Attitudes are shown in Table 18. The pretest column indicates the number of behaviors exhibited in the Fall; the posttest column is completed in the Spring. Hence, where kindergarten children, in the Fall, indicated an average of eleven (11.38) of the behaviors, by the Spring they were perceived to exhibit almost sixteen (15.95) of the twenty items. First graders were observed to average eleven (11.39) of the behaviors in the beginning of the year and seventeen (17.24) at the end. Such increases are apparent at each grade level.

The checklist serves to help teachers to be aware of each child's development as the year progresses and to work to help each child grow. The instrument achieves an overall purpose in terms of teacher understanding and awareness of a child's particular performance.

The change from pretest to posttest scores is a strong indication of the usefulness of the checklist and is further indication of student attitude toward the LEAP instruction as well as growth in the affective domain.

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School \_\_\_\_\_ Child's Name \_\_\_\_\_

Title I - LEAP

Affective Domain

Behavior/Attitude Checklist

LEAP Instructor  
Recording Observation

Elizabeth S. Miles  
Director/Supervisor-Title I

\_\_\_\_\_

\_\_\_\_\_

If the child usually shows the behavior indicated in the statement when the opportunity arises mark the statement with a plus (+).

If the child usually does not show the behavior at these times indicate with a minus (-).

If you cannot make the judgement, indicate (N.A.) in the space.  
Date Recorded

A. Self-Confidence

1. The child will attempt a new task voluntarily.
2. The child will interact with adults.
3. The child will volunteer information.
4. The child will complete a task independently.
5. The child will express his ideas and opinions.
6. The child will interact with peers.

B. Responsibility

1. The child will attend school regularly.
2. The child will arrive for classes on time.
3. The child will take proper care of the materials and books assigned.
4. The child will question material that is not understood.

Date Recorded

## C. Cooperation

1. The child shares materials.
  2. The child is willing to take turns.
  3. The child listens to peers.
  4. The child listens to teachers.
  5. The child responds to suggestions as well as commands.
  6. The child asks to assist teachers and other students.
- 

## D. Interest

1. The child expresses a general enthusiasm for the LEAP program.
2. The child will be able to select materials of interest to him.
3. The child shares his LEAP accomplishments outside the LEAP learning center.
4. The child brings related information and materials to LEAP sessions.

Table 18  
Comparison of Pre- and Post-test Scores on  
Behavior/Attitude Checklist

| <u>Grade</u> | <u>Number of<br/>Children</u> | <u>Pretest<br/>Mean and<br/>S.D.</u> | <u>Posttest<br/>Mean and<br/>S.D.</u> | <u>t</u> * |
|--------------|-------------------------------|--------------------------------------|---------------------------------------|------------|
| K            | 39                            | 11.38<br>3.90                        | 15.95<br>3.43                         | 9.139      |
| 1            | 54                            | 11.39<br>4.24                        | 17.24<br>2.54                         | 11.612     |
| 2            | 37                            | 13.00<br>3.64                        | 17.11<br>3.13                         | 9.810      |
| 3            | 38                            | 13.18<br>4.57                        | 17.13<br>2.37                         | 6.902      |
| 4            | 66                            | 11.32<br>4.47                        | 16.42<br>2.67                         | 12.004     |
| 5            | 84                            | 14.02<br>3.14                        | 17.57<br>2.17                         | 13.371     |
| 6            | 74                            | 14.15<br>4.10                        | 16.80<br>3.00                         | 9.029      |

\* All values of t are significant at  $p < .001$  level.

### Results of Parent Questionnaire

Parents of children in the LEAP program were asked to respond to a questionnaire designed to gather information related to their perceptions of the program's effectiveness. Three separate questionnaires were used: one for kindergarten; another for grade one; and a third for parents of children in grades two through six. Copies of each questionnaire appear in the following pages.

The results of the questionnaires are shown. Table 19 displays kindergarten responses; Table 20, grade one. Responses for grades two through six are shown in Table 21. A summary of grades two through six is shown in Table 22.

Ninety-six percent (96%) of parents responding feel that their children "like the extra help", and that the program is effective and should continue in the future. That LEAP helps to give children a favorable attitude toward school is agreed to by over eighty percent (80%) of the parents. Perhaps the most significant response is accorded Item 6. Ninety-two percent (92%) of parents want their children to "continue in LEAP."

The grade one results are even more supportive and affirmative. Ninety-five percent (95%) would like children to continue. (Item 6). That the LEAP program has been of help is confirmed by ninety-five percent (95%) of parents of these children. Ninety-two percent (92%) think that the LEAP help is effective and that children like the extra help. Fully eighty-five percent (85%) feel that LEAP has helped children have a "favorable attitude toward school".

The responses for each grade, two through six, indicate that parents are reflecting a positive perspective toward LEAP. Fully 100% of grade two parents feel the program has been of help and that children like the program. Grade three responses indicate that all of the parents think the extra help is effective.

A glance at the summary of responses for grades two through six (Table 22) confirms the overall impression that parents see the program as useful and helpful. Perhaps the most telling response is in Item 8: "I think my child should continue...".

Eighty-one percent (81%) of parents in these grades agreed with this statement. The occasional concern parents have concerning children leaving the regular classroom is far outweighed by the ninety-one percent (91%) who feel their children "like the extra help" (Item 5) and the ninety-six percent (96%) who say "the program has been of help" (Item 1). While eighty percent (80%) comment on LEAP's effect on attitude, this reflects some inability to separate LEAP's effect from that of the regular classroom teacher. This is a positive reflection on the close relationship which is promoted among LEAP teachers and the classroom teacher.

In summary, the parent responses reflect strong agreement with the premise that the LEAP program helps students with language skills and enables them to perform in an improved manner in their regular school work.

The survey invites comments from parents. These are, generally affirmative. Some examples of comments:

- Kindergarten: "To sum up...we feel that the best result was that our son now has a much more positive attitude toward school, school work, and learning in general."
- Grade One: "I feel the LEAP program has helped very much and would like to see my daughter attend next year, if it is available. She enjoys going to school and likes her LEAP class. Thank you for all your help."
- Grade Two: "I feel LEAP is a fantastic program...It gives them that extra help they need."
- Grade Three: "We're very pleased with our son's progress through LEAP. Because of this extra help he has gained more confidence. Our thanks..."
- Grade Four: "Our son feels very good about LEAP. He feels he has gained from the program."
- Grade Five: "My son has had a very productive year...We are grateful that he had the opportunity to participate in the LEAP program. His LEAP teacher and super classroom teacher must share the credit."
- Grade Six: "There has been a definite improvement in my daughter this year in attitude and aptitude. LEAP has helped her tremendously. I cannot say enough about the program... I hope all children in need of help can take advantage of this program."

K '80-'81

MEDFORD PUBLIC SCHOOLS  
MEDFORD, MASSACHUSETTS

## Title I - LEAP

Kindergarten

School \_\_\_\_\_

Date \_\_\_\_\_

Parent Questionnaire

1. The LEAP program has helped my child to express herself/himself and to understand what other people say to her/him.
2. The LEAP program has helped my child to have a favorable attitude toward school.
3. My child likes the extra help she/he is getting in the LEAP program.
4. I think the extra help LEAP provides is effective.
5. I think my child's participation in the LEAP program this year will help my child in school next year.
6. I think my child should continue in the LEAP program next year if she/he requires supplementary instruction.

| Agree | Disagree |
|-------|----------|
|       |          |
|       |          |
|       |          |
|       |          |
|       |          |
|       |          |

Comments:

Grade 1

MEDFORD PUBLIC SCHOOLS  
MEDFORD, MASSACHUSETTS

## Title I - LEAP

Grade One

School \_\_\_\_\_

Date \_\_\_\_\_

Parent Questionnaire

1. The LEAP program has been of help to my child in his/her reading.
2. The LEAP program has helped my child to have a favorable attitude toward school.
3. My child likes the extra help he/she is getting in the LEAP program.
4. I think the extra help LEAP provides is effective.
5. I think my child's participation in the LEAP program this year will help my child in school next year.
6. I think my child should continue in the LEAP program next year if he/she requires supplementary instruction and the program is available at my child's grade level.

| Agree | Disagree |
|-------|----------|
|       |          |
|       |          |
|       |          |
|       |          |
|       |          |
|       |          |

Comments:

Grades 2-6  
'80-'81

MEDFORD PUBLIC SCHOOLS  
MEDFORD, MASSACHUSETTS

Title I - LEAP

Grade \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_

Parent Questionnaire

1. The LEAP program has been of help to my child in his/her reading.
2. I think my child's attitude toward reading has improved because of LEAP.
3. My child is reading more books for enjoyment in or out of school than he/she did last year.
4. The LEAP program has helped my child to have a favorable attitude toward school.
5. My child likes the extra help he/she is getting in the LEAP program.
6. I think the extra help LEAP provides is effective.
7. I think my child's participation in the LEAP program this year will help my child in school next year.
8. I think my child should continue in the LEAP program next year if he/she requires supplementary instruction and the program is available at my child's grade level.

| Agree | Disagree |
|-------|----------|
|       |          |
|       |          |
|       |          |
|       |          |
|       |          |
|       |          |
|       |          |
|       |          |

It is not necessary to sign this form but we appreciate your comments:

Table 19

Results of Parent Questionnaire - Kindergarten, N = 24

| <u>Item</u> | <u>Agree</u> |    | <u>Disagree</u> |   | <u>No Response</u> |    |
|-------------|--------------|----|-----------------|---|--------------------|----|
|             | #            | %  | #               | % | #                  | %  |
| 1           | 18           | 75 | 2               | 8 | 4                  | 16 |
| 2           | 20           | 83 | 2               | 8 | 2                  | 8  |
| 3           | 23           | 96 | 0               | 0 | 1                  | 4  |
| 4           | 23           | 96 | 1               | 4 | 0                  | 0  |
| 5           | 23           | 96 | 1               | 4 | 0                  | 0  |
| 6           | 22           | 92 | 2               | 8 | 0                  | 0  |

Table 20

Results of Parent Questionnaire - Grade One, N = 39

| <u>Item</u> | <u>Agree</u> |    | <u>Disagree</u> |   | <u>No Response</u> |    |
|-------------|--------------|----|-----------------|---|--------------------|----|
|             | #            | %  | #               | % | #                  | %  |
| 1           | 37           | 95 | 0               | 0 | 2                  | 5  |
| 2           | 33           | 85 | 1               | 3 | 5                  | 12 |
| 3           | 36           | 92 | 0               | 0 | 3                  | 8  |
| 4           | 36           | 92 | 2               | 5 | 1                  | 3  |
| 5           | 37           | 95 | 0               | 0 | 2                  | 5  |
| 6           | 37           | 95 | 0               | 0 | 2                  | 5  |

Table 21

Results of Parent Questionnaire - Grade Two, N = 25

| <u>Item</u> | <u>Agree</u> |     | <u>Disagree</u> |    | <u>No Response</u> |    |
|-------------|--------------|-----|-----------------|----|--------------------|----|
|             | #            | %   | #               | %  | #                  | %  |
| 1           | 25           | 100 | 0               | 0  | 0                  | 0  |
| 2           | 23           | 92  | 1               | 4  | 1                  | 4  |
| 3           | 19           | 76  | 5               | 20 | 1                  | 4  |
| 4           | 19           | 76  | 2               | 8  | 4                  | 16 |
| 5           | 25           | 100 | 0               | 0  | 0                  | 0  |
| 6           | 24           | 96  | 0               | 0  | 1                  | 4  |
| 7           | 22           | 88  | 0               | 0  | 3                  | 12 |
| 8           | 21           | 84  | 3               | 12 | 1                  | 4  |

Table 21 (cont.)

Results of Parent Questionnaire - Grade Three, N = 29

| <u>Item</u> | <u>Agree</u> |     | <u>Disagree</u> |    | <u>No Response</u> |   |
|-------------|--------------|-----|-----------------|----|--------------------|---|
|             | #            | %   | #               | %  | #                  | % |
| 1           | 29           | 100 | 0               | 0  | 0                  | 0 |
| 2           | 27           | 93  | 1               | 3  | 1                  | 3 |
| 3           | 25           | 86  | 3               | 10 | 1                  | 3 |
| 4           | 26           | 90  | 1               | 3  | 2                  | 7 |
| 5           | 26           | 90  | 2               | 7  | 1                  | 3 |
| 6           | 29           | 100 | 0               | 0  | 0                  | 0 |
| 7           | 27           | 93  | 1               | 3  | 1                  | 3 |
| 8           | 26           | 90  | 2               | 7  | 1                  | 3 |

Table 21 (cont.)

Results of Parent Questionnaire - Grade Four, N = 37

| <u>Item</u> | <u>Agree</u> |    | <u>Disagree</u> |    | <u>No Response</u> |    |
|-------------|--------------|----|-----------------|----|--------------------|----|
|             | #            | %  | #               | %  | #                  | %  |
| 1           | 35           | 95 | 1               | 3  | 1                  | 3  |
| 2           | 33           | 89 | 3               | 8  | 1                  | 3  |
| 3           | 26           | 70 | 9               | 24 | 2                  | 5  |
| 4           | 29           | 78 | 3               | 8  | 5                  | 14 |
| 5           | 35           | 95 | 1               | 3  | 1                  | 3  |
| 6           | 34           | 92 | 2               | 5  | 1                  | 3  |
| 7           | 32           | 86 | 2               | 5  | 3                  | 8  |
| 8           | 31           | 84 | 5               | 14 | 1                  | 3  |

Table 21 (cont.)

Results of Parent Questionnaire - Grade Five, N = 50

| <u>Item</u> | <u>Agree</u> |    | <u>Disagree</u> |    | <u>No Response</u> |    |
|-------------|--------------|----|-----------------|----|--------------------|----|
|             | #            | %  | #               | %  | #                  | %  |
| 1           | 47           | 94 | 3               | 6  | 0                  | 0  |
| 2           | 42           | 84 | 7               | 14 | 1                  | 2  |
| 3           | 38           | 76 | 5               | 10 | 7                  | 14 |
| 4           | 38           | 76 | 2               | 4  | 10                 | 20 |
| 5           | 44           | 88 | 3               | 6  | 3                  | 6  |
| 6           | 47           | 94 | 2               | 4  | 1                  | 2  |
| 7           | 48           | 96 | 1               | 2  | 1                  | 2  |
| 8           | 44           | 88 | 3               | 6  | 3                  | 6  |

Table 21 (cont.)

Results of Parent Questionnaire - Grade Six, N = 41

| <u>Item</u> | <u>Agree</u> |    | <u>Disagree</u> |    | <u>No Response</u> |    |
|-------------|--------------|----|-----------------|----|--------------------|----|
|             | #            | %  | #               | %  | #                  | %  |
| 1           | 38           | 93 | 2               | 5  | 1                  | 2  |
| 2           | 34           | 83 | 6               | 15 | 1                  | 2  |
| 3           | 32           | 78 | 8               | 20 | 1                  | 2  |
| 4           | 33           | 80 | 5               | 12 | 3                  | 7  |
| 5           | 35           | 85 | 6               | 15 | 0                  | 0  |
| 6           | 39           | 95 | 1               | 2  | 1                  | 2  |
| 7           | 39           | 95 | 1               | 2  | 1                  | 2  |
| 8           | 25           | 61 | 12              | 29 | 4                  | 10 |

Table 22

Summary of Responses to Parent Questionnaire - Grades Two to Six

| <u>Item</u> | <u>Agree</u> |    | <u>Disagree</u> |    | <u>No Response</u> |    |
|-------------|--------------|----|-----------------|----|--------------------|----|
|             | #            | %  | #               | %  | #                  | %  |
| 1           | 174          | 96 | 6               | 3  | 2                  | 1  |
| 2           | 159          | 87 | 18              | 10 | 5                  | 3  |
| 3           | 140          | 77 | 30              | 16 | 12                 | 7  |
| 4           | 145          | 80 | 13              | 7  | 24                 | 13 |
| 5           | 165          | 91 | 12              | 7  | 5                  | 3  |
| 6           | 173          | 95 | 5               | 3  | 4                  | 2  |
| 7           | 168          | 92 | 5               | 3  | 9                  | 5  |
| 8           | 147          | 81 | 25              | 14 | 10                 | 5  |

Number of returns - 182

### Conclusions

1. Children in grades K-6 showed substantial gains in all areas of reading and language skills. In most areas children at each grade level except third grade showed significant improvement in status relative to the norm group.

2. Participants in the physical education aspect of the Title I program made significant gains in most areas of the perceptual - motor skills test.

3. Sixth graders showed growth of knowledge, self-awareness and interests about careers. Students evaluated the outcomes of the Career Awareness Program somewhat less positively than they did in 1979-1980, when the program was presented by sepcialists in the career awareness program.

4. Children showed improvement in behavior and school attitudes.

5. The school administration shows continued support of LEAP by providing adequate facilities for the program.

6. The P.A.C. continues to maintain a high level of interest and activity in promoting the aims of Project LEAP.

7. The staff continues to benefit from a high quality staff development program that utilizes the abilities of the staff and of outside speakers.

8. The staff has provided useful parent education - activities to parents through the P.A.C.

### Recommendations

1. Staff development activities should continue to provide LEAP

instructors with suggestions for developing comprehension skills. In addition, effective procedures for promoting career awareness should be identified and disseminated among the staff.

2. The parent education program that was initiated should be extended to all parents of LEAP children.

3. The P.A.C. is encouraged to maintain its participation in regional activities and to continue to disseminate program information and suggestions to parents through its newsletter.

4. The evaluators would like to recommend to the Massachusetts Department of Education that a system of differential funding be instituted so that Title I programs of demonstrated excellence would continue to be funded at an adequate level.

Appendix

Reports of Specialists

SPEECH AND LANGUAGE SPECIALISTS

The ability to communicate through listening, speaking, reading and writing is the focus of the Title I - Language, Education, Acceleration Program. The Speech and Language Specialists specifically focus on improving listening and speaking skills as these are the basic building blocks to successful communication and educational functioning. Deficits in the areas of speech and language may interfere in the overall learning process.

Responsibilities of the Speech and Language Specialists include, but are not limited to, evaluation of communication skills through both formal and informal testing procedures. Evaluations are conducted in the beginning and end of each school year. Formal testing procedures include various language tests as well as tests of articulation competence. Following the evaluation process intervention programs are developed in the areas of deficit. Problems may reveal themselves as difficulties in processing language at the level of phonology, morphology, syntax, and semantics both in decoding and encoding tasks. These may affect both the spoken and written forms of language. Also seen in therapy are children with disorders of fluency, voice and hearing. Individual programs are developed and each child is seen in therapy once or twice a week in coordination with the other programs of the LEAP personnel.

Throughout the year, frequent contact and consultation is maintained by the Speech and Language Specialists with other LEAP staff members and classroom teachers. The philosophy of the program is based upon a team approach for effective treatment of the total child. The Speech and Language Specialists participate in a monthly child study meeting. In addition, when a LEAP child has been referred for evaluation by the CORE Evaluation team, the Title I Speech and Language Pathologists are asked to participate at related conferences.

The Speech and Language Pathologist meet with parents throughout the year to discuss and evaluate the status of their children's language development. Children dismissed from direct therapy often continue on an observation basis. Workshops for PAC members and Title I parents are conducted to provide information about normal development vs. communication disorders. Questions and discussion are encouraged and suggestions are made for promoting good communication at home.

The Speech and Language Pathologists provide staff workshops which serve to demonstrate instructional procedures and techniques for developing communication skills in the classroom. The Speech and Language Pathologists also attend state and national conferences to follow current research and programming in the field.

A clinical affiliation program is maintained with Northeastern University to provide training for graduate students in the field of communication disorders.

128 children were referred to the Speech and Language Specialists during the 1980-1981 school year program.

TITLE I - LEAP

Paula Donovan, Speech and Language Specialist

1980-81

|                                   |    |
|-----------------------------------|----|
| Number of children enrolled       | 34 |
| Number of children dismissed      | 10 |
| Number of children on observation | 4  |
| Number of children evaluated      | 55 |
| Number of children continuing     | 22 |
| Number of parents contacted       | 33 |

PHYSICAL EDUCATION SPECIALIST

The Physical Education Specialist continues to provide small group and individualized physical education experiences for identified children in the target schools. The Physical Education Specialist sees each child once a week for a half hour usually in a small group. The activities and skills involved in the sessions cover a broad range of physical education experiences. The Physical Education Specialist works on meeting the child's particular motor needs and also teaches them specific sports skills. The LEAP physical education program continues to serve as a supplement to the existing physical education program and aids the identified children in meeting its performance objectives.

This year, the Physical Education Specialist continues to provide information on Title I children to the CORE Evaluation Team, and assists them in assessing the children's psycho-motor needs. The Physical Education Specialist took part in child study sessions with classroom teachers and the Title I staff, and is available for parent conferences. The Specialist also conducted a teacher training workshop for Title I staff and classroom teachers. The Physical Education Specialist assisted the physical education staff in organizing and administering the city-wide sixth grade olympic program. The specialist also assisted the regular school department physical education staff in developing a formal adaptive physical education curriculum and assessment device.

The pre and post evaluation device used again this year was the psycho-motor development checklist that was developed four years ago.

This year, the criterion used for selecting children for the LEAP physical education program was a referral from a classroom teacher, LEAP instructor, or a school department specialist.

One of the aspects that makes the LEAP program unique is that it provides the services of a Physical Education Specialist. It is felt that physical education is an integral part of the Title I program. The philosophy of LEAP is to utilize a team approach in working with the total child. There are language arts instructors and remedial reading specialists to work within the child's cognitive domain and an adjustment counselor for the affective domain. This leaves the all important psycho-motor realm for the Physical Education Specialist. Studies have shown that children who are experiencing learning difficulties often display gross and fine motor problems as a symptom or as a cause of the learning problem. Due to repeated failures in the classroom and on the playground, LEAP children often develop very poor self-images. By working with these children in small groups, help can be provided to develop the physical and social skills needed to function successfully within their peer group.

136 children were referred to the Physical Education Specialist for the school year 1980-81.

PAUL MATTATALL, PHYSICAL EDUCATION SPECIALIST

|                                           |     |
|-------------------------------------------|-----|
| Number of children referred               | 61  |
| Number of children diagnosed              | 136 |
| Number of children receiving special help | 116 |
| Number of children dismissed              | 20  |

MEDFORD PUBLIC SCHOOLS  
MEDFORD, MASSACHUSETTS

TITLE I - LEAP

REMEDIAL READING SPECIALIST

1980-81

There are three main goals of the role of the Title I Reading Specialist: 1) diagnostic evaluation and prescription of specific children, 2) the teaching of reading to children, 3) staff development and parent education.

In order to accomplish the first objective, diagnostic evaluation and prescription, the Remedial Reading Specialist tests individual children. The Remedial Reading Specialist uses the Woodcock Reading Mastery Test and the Durrell Analysis of Reading Difficulty as well as other tests, both standardized and informal. From these test results, individual prescriptions are written, and remediation begins. An evaluation is usually written for each child tested. This evaluation includes test results, test behavior, strengths and weaknesses of the child and specific recommendations for remediation. These evaluations are used at CORE evaluation meetings and are placed in the child's LEAP folder and cumulative folder.

The second objective is teaching children to read. At the beginning of the school year, the Title I Reading Specialist and the Language Arts Instructor determine which children have the greatest needs in reading. These children are seen by the LEAP Reading Specialist four to five times a week for thirty to forty minute sessions in small groups or on a one-to-one basis. A multi-media approach is used, incorporating tapes, filmstrips, overhead projectors, the Language Master, Voxcom and language experience in their lessons. Many times, skills such as vocabulary, comprehension, and creative writing are built into units of study, such as The Newspaper or the American Revolution.

The third objective is staff development and parent education. This objective is accomplished through in-service meetings, parent workshops, open houses and individual and group consultations. The Specialists provide in-service workshops for staff and parents. These sessions may consist of guest lecturers, films, field trips, discussion groups, and "hands on" participation workshops which provide professional growth and development.

During the 1980-81 school year, we invited Dr. Leslie Burg, a professor of reading at Northeastern University, to speak to the staff on the subject of reading comprehension. In a two-session workshop, the staff developed various types of reading comprehension questions, according to Bloom's Taxonomy.

In January, the remedial reading specialists presented "A Reading Workshop for Parents" to the Parent Advisory Council. Using the technique of language experience, Marie Melican demonstrated a lesson on following directions as it would be presented to a typical first grade class. Sherrie Weinstein taught a fifth grade lesson on fact and opinion, using teach-made materials and games.

Marie Melican taught a fifteen week in-service course on "Remedial Reading Techniques." This course was offered to the Title I staff, as well as Medford teachers.

In the fall, the reading specialists attended a workshop, given by SRA, on Corrective Reading. It demonstrated the technique of direct instruction.

In the spring, we attended the Massachusetts Reading Association Conference at the Sheraton-Lincoln in Worcester. Noted people in the field of reading, such as Dr. Donald Durrell and Dr. Roselmina Indrisano spoke on their fields of expertise. Information from this conference was shared with the staff.

100 children were referred to the Remedial Reading Specialists for the school year 1980-81.

MEDFORD PUBLIC SCHOOLS  
MEDFORD, MASSACHUSETTS

TITLE I - LEAP

1980-81

Sherrie R. Weinstein, Remedial Reading Specialist

|                                                                                 |    |
|---------------------------------------------------------------------------------|----|
| Number of children referred                                                     | 40 |
| Number of children that received help                                           | 25 |
| Number of children diagnosed                                                    | 40 |
| Number of children that have showed gains                                       | 25 |
| Number of children that should continue to<br>receive supplementary instruction | 19 |
| Number of children dismissed (including<br>sixth graders)                       | 6  |
| Number of children that have received<br>CORE evaluations                       | 1  |

MEDFORD PUBLIC SCHOOLS  
MEDFORD, MASSACHUSETTS

TITLE I - LEAP

1980-81

Marie Melican, Remedial Reading Specialist

1980-81

|                                                                                 |    |
|---------------------------------------------------------------------------------|----|
| Total number of children referred                                               | 60 |
| Number of children that received help                                           | 25 |
| Number of children diagnosed                                                    | 60 |
| Number of children that showed gains                                            | 25 |
| Number of children that should continue to receive<br>supplementary instruction | 24 |
| Number of children dismissed (including grade 6)                                | 6  |
| Number of children that have received CORE<br>evaluations                       | 2  |

SCHOOL ADJUSTMENT COUNSELOR

The present school year has exhibited the necessity for adjustment counseling services in the Title I - LEAP program. This demand is warranted by the increasing emotional needs of the children in the Title I program. This year, there has been an increase in the short term involvement with families and children in distress. More parents have made referrals for help to the Adjustment Counselor than in previous years.

The School Adjustment Counselor functions as a consultant and support person to the Title I staff, classroom teachers, principals and other school personnel. Communication with parents is also a necessary function of the Counselor which is done either by home visits, school meetings, or phone calls. This year the Counselor also conducted an eight week Parent Training and Support Group for the members of the Parent Advisory Council. Children are counseled in their schools on an individual or group basis weekly.

The primary focus is to insure that all students in the Title I program have a rewarding and positive school experience. This will help increase their self-image.

In summary, the School Adjustment Counselor continues to remain a vital member of the team of specialists' services provided to Title I students.

Total number of children referred to the Title I School Adjustment Counselor for the school year 1980-1981 - - - - - 51.

MEDFORD PUBLIC SCHOOLS  
MEDFORD, MASSACHUSETTS

1980-81

TITLE I - LEAP

Margaret Murphy, School Adjustment Counselor

|                                                   |    |
|---------------------------------------------------|----|
| Number of children referred                       | 51 |
| Number of children receiving specialized services | 34 |
| Number of children on observation                 | 11 |
| Number of children dismissed                      | 5  |
| Number of referrals to outside agencies           | 1  |

Language Workshop

The Title I Speech and Language Specialists conducted a two-part workshop on February 26, 1981 and March 19, 1981 for the PAC and Title I parents. The workshop was on communication and covered normal language vs. delayed/disordered language. The format of the workshop involved participation on the part of the parents, encouraging questions and discussion. Several handouts were reviewed and given to the parents for future reference.

A brief synopsis of the specific topics follows:

The specialists presented a timeline of speech sound acquisition. It was stressed that children master speech sounds in a developmental sequence - (see handout #1)

Next, the simultaneous development of language and coordination was discussed through the use of handout #2. The parents were readily able to see the parallels between development of language and motor coordination at different age levels.

We then discussed some of the specific receptive and expressive language skills to look for at different age levels. Examples can be found in handout #3.

The discussion naturally lead into the following question: What is a communication - language disorder? The following definition of language was presented:

Language is the set of verbal and non-verbal symbols understood by two or more people. Communication is the use of these symbols in an exchange that allows one person to tell another of ideas, emotions and feelings. It also allows the listener to understand the speaker's thoughts and respond to them.\* This concept was presented in detail to the parents. Specific examples were described and discussed - see handout #4.

Next, the specialists presented tools for promoting communication. A basic assumption was made: A problem in communication leads to a breakdown in interpersonal relationships which leads to a further breakdown in communication.

\*Source - McCartan, Kathleen W. The Communicatively Disordered Child, Learning Concepts, Austin, Texas, 1977.

### What Can You Do as a Parent?

- A. Attempt to understand child's feelings: verbalize this to him/her.
- B. Try to accept the child's feelings even when behavior is unacceptable.
- C. Give the child personal time with parent (s) when all can concentrate on communication.
- D. Give the child opportunities to communicate when he/she can experience success.
- E. Attempt to communicate with the child on his/her own level.

In conclusion, the workshop provided the opportunity to share knowledge, information and experiences among the parents and the speech and language specialists. In other words, there was successful communication among all.

## DEVELOPMENTAL ARTICULATION NORMS

## DEVELOPMENTAL AGE LEVEL

SOUNDS

3 years

m, n, p, h, w

4 years

b, k, g, f

5 years

y, ng, d

6 years

l, r, t, sh, ch

7 years

v, j, s, z  
th (as in thumb)

8 years

-blends

th (as in that)  
dr, cl, tr, st, sl, sc  
sn, sk, sp, sw, etc.

# SIMULTANEOUS DEVELOPMENT OF LANGUAGE AND COORDINATION

| <u>AGE IN MONTHS</u> | <u>VOCALIZATION AND LANGUAGE</u>                                                                                                                                                                                    | <u>MOTOR DEVELOPMENT</u>                                                                                                                                                                                                      |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4                    | Coos and chuckles                                                                                                                                                                                                   | Head self-supported; tonic neck reflex subsiding; can sit with pillow props on three sides.                                                                                                                                   |
| 6 to 9               | Babbles; produces sounds such as "ma" or "da"; reduplication of common sounds.                                                                                                                                      | Sits alone; pulls self to standing; prompt unilateral reaching; first thumb opposition of grasp.                                                                                                                              |
| 12 to 18             | A small number of words; follows simple commands and responds to "no".                                                                                                                                              | Stands momentarily alone; creeps; walks sideways when holding on to a railing; takes a few steps when held by hands; grasp and release fully developed.                                                                       |
| 18 to 21             | From about 20 words at 18 months to about 200 words at 21; points to many more objects; comprehends simple questions; forms two word phrases.                                                                       | Stance fully developed; gait stiff, propulsive, and precipitated; seats himself on child's chair with only fair aim, creeps downstairs backward; has difficulty building tower of three cubes; can throw a ball but clumsily. |
| 24 to 27             | Vocabulary of 300 to 400 words; has two to three word phrases; uses prepositions (in, on, under etc) and pronouns (I, he, she, they etc.)                                                                           | Runs but falls when making a sudden turn; can quickly alternate between stance, kneeling or sitting positions; walks stairs up and down, one foot forward only.                                                               |
| 30 to 33             | Fastest increase in vocabulary; three to four word sentences, word order, phrase structure, grammatical agreement approximate language of surroundings, but many utterances are unlike anything an adult would say. | Good hand and finger coordination; can move digits independently; manipulation of objects much improved; builds tower of six cubes.                                                                                           |

AGE IN  
MONTHS

VOCALIZATION AND  
LANGUAGE

MOTOR  
DEVELOPMENT

36 to 39

Vocabulary of 1000 words or more; well-formed sentences using complex grammatical rules although certain rules have not yet been fully mastered; grammatical mistakes are much less frequent; about 90% comprehensibility.

Runs smoothly with acceleration and deceleration; negotiates sharp and fast curves without difficulty; walks stairs by alternating feet; jumps 12 inches; can operate tricycle; stands on one foot for a few seconds.

40-

Receptive and expressive vocabulary continues to increase. The child learns more and more grammatical rules and can form complex sentences.

Continues to mature physically; becomes more and more coordinated.

Copies of Memoranda to Administrators  
Advisory Council and LEAP Staff

**TITLE 1 - LEAP**  
**MEDFORD PUBLIC SCHOOLS**  
**10 HALL AVENUE**  
**MEDFORD, MASSACHUSETTS 02155**

September 1980

To: The Administrators Advisory Council  
and  
The Title I - LEAP Staff

From: Elizabeth N. Miles, Director/Supervisor of Title I LEAP

Re: Staff Meeting - Wednesday, September 10, 1980  
1:30 p.m. - Conference Room  
Old Medford High School

The Title I LEAP staff assigned to your school will be attending a staff meeting at 1:30 p.m. on Wednesday, September 10, 1980 in the Conference Room at Old Medford High School. The main purpose of this meeting will be to revise the Title I LEAP profiles to accomodate the new California Achievement Test data which we will be using as our Pre/Post Test this year. The staff will also review the Criteria for Selection Checklist.

We are looking forward to working with all of you again for what I am sure will be another great year for LEAP.

**TITLE 1 - LEAP**  
**MEDFORD PUBLIC SCHOOLS**  
**10 HALL AVENUE**  
**MEDFORD, MASSACHUSETTS 02155**

September 1980

To: The Administrators Advisory Council  
and  
The Title I LEAP Staff

From: Elizabeth N. Miles, Director/Supervisor of Title I

Re: In-service workshop with Evaluation Team  
Thursday, September 18, 1980  
Conference Room  
\*11:30 - 1:30

On Thursday, September 18, 1980 the Title I Evaluation Team is planning a two-hour workshop on administering the New California Achievement Tests. Mr. Bill Connor, Testing Consultant for McGraw-Hill will be here to answer questions. Since this is the only time he is available, it is necessary to schedule this session at the above time.

Note: A "brown bag lunch" is suggested, since the staff will be working through lunch time.

# TITLE 1 - LEAP

MEDFORD PUBLIC SCHOOLS

10 HALL AVENUE

MEDFORD, MASSACHUSETTS 02155

To: The Title I LEAP Staff  
and  
The Administrators Advisory Council

From: Elizabeth N. Miles, Director/Supervisor of Title I LEAP

Re: In-Service Workshop  
Wednesday, October 1, 1980  
1:15 p.m.

Mr. Paul Mattatall, Title I Physical Education Specialist, will be conducting an in-service workshop for the Title I LEAP staff on Wednesday, October 1, 1980 at 1:15 p.m. The purpose of this workshop is to develop an understanding of cardio-vascular fitness and how it relates to physical activities.

The workshop will be conducted at the Parr Fitness Course on the grounds of New England Memorial Hospital at 1:15 p.m. This will be an active participation workshop - sneakers or running shoes should be worn.

**TITLE I - LEAP**  
**MEDFORD PUBLIC SCHOOLS**  
**10 HALL AVENUE**  
**MEDFORD, MASSACHUSETTS 02155**

October 1980

**To:**       The Title I LEAP Staff  
              and  
              The Administrators Advisory Council

**From:**   Elizabeth N. Miles, Director/Supervisor of Title I LEAP

**Re:**       Staff Meeting  
              Wednesday, October 8, 1980  
              Conference Room  
              1:15 p.m.

The Title I LEAP staff assigned to your school will be attending a staff meeting on Wednesday, October 8, 1980 at 1:15 p.m. in the Conference Room, at Old Medford High School.

Ann Snyder from E.P.C. will be showing new materials available for teaching language skills.

After viewing the materials, Jim Marciano will be available to answer questions about the sixth grade Career Awareness Component of our program.

# TITLE 1 - LEAP

MEDFORD PUBLIC SCHOOLS

10 HALL AVENUE

MEDFORD, MASSACHUSETTS 02155

October 1980

To: The Title I LEAP Staff  
and  
The Administrators Advisory Council

From: Elizabeth N. Miles, Director/Supervisor of Title I LEAP

Re: In-Service Workshop  
Wednesday, October 15, 1980  
1:15 p.m.

The post-poned In-Service Workshop being conducted by Paul Mattatall, our Title I Physical Education Specialist, has been rescheduled for Wednesday, October 15, 1980 at 1:15 p.m. at New England Memorial Hospital Par Fitness Course (weather permitting!)



MEDFORD PUBLIC SCHOOLS  
MEDFORD, MASSACHUSETTS

TITLE I - LEAP

To: The Administrators Advisory Council  
and  
The Title I LEAP Staff

From: Elizabeth N. Miles, Director/Supervisor of Title I LEAP

Re: Title I LEAP Meetings  
Wednesday, Nov. 5, 1980  
1:30 p.m.  
Brooks School - Title I Room

The City-Wide Parent Advisory Council is planning a series of three area meetings for parents of children in the LEAP program to inform them about the Title I program. The first of these meetings will be Wednesday, November 6, 1980 at 1:30 p.m. at the Brooks School. The parents of children in the following school areas; Brooks, Harvey, St. Joseph's St. Raphael's, Hillside and the Title I staff assigned to these schools have been asked to attend these information sharing sessions.

The other Title I staff members will be at their assigned schools to share with you and your classroom teachers information on the Title I pre-testing and skill assessment which should be completed and recorded on children's individual profiles.

The pre-testing of kindergarten children eligible for Title I will be done the week of November 10, 1980.

Reminder:- An In-Service workshop on Language Teaching Techniques is scheduled for Wednesday afternoon, November 12 and 19.

MEDFORD PUBLIC SCHOOLS  
MEDFORD, MASSACHUSETTS

TITLE I - LEAP

November 1980

To: The Administrators Advisory Council  
and  
The Title I LEAP Staff

From: Elizabeth N. Miles, Director/Supervisor of Title I LEAP

Re: In-Service Workshops

Wednesday, November 12, 1980  
and  
Wednesday, November 19, 1980  
1:15 p.m.  
Swan School Library  
Park Street

The Title I LEAP staff assigned to your school will be attending a two-part In-Service Workshop on the Dartmouth Intensive Language Model. These workshops, which are scheduled for successive Wednesday afternoons November 12 and November 19 at the Swan School, will be conducted by Dr. D. Henry Buckley, a professor of modern languages at Dartmouth College and a director of the Language Outreach program.

In the first session, Dr. Buckley will be introducing the Dartmouth Intensive Language Model, a language methodology developed by the well-known Dartmouth College professor John Rassias, who is a member of the President's Commission on Foreign Languages and International Studies. The philosophy, teaching procedures and techniques of this methodology will be presented.

Session II will be an actual demonstration with children of limited English language background.

MEDFORD PUBLIC SCHOOLS  
MEDFORD, MASSACHUSETTS

Title I - LEAP

To: The Administrators Advisory Council  
and  
The Title I LEAP Staff

From: Elizabeth N. Miles, Director/Supervisor of Title I LEAP

Re: Staff Meeting  
Wednesday, December 3, 1980  
1:30 p.m.  
Conference Room, Old Medford High School

The Title I LEAP staff assigned to your school will be attending a staff meeting on Wednesday, December 3, 1980 at 1:30 p.m. in the Old High School Conference Room. At this meeting, we will review the writing of individual specific objectives for children. Please bring samples of some you have written.

I would like to wish all of yqu a Happy Thanksgiving. I am thankful that our talented LEAP staff continues to provide quality education to the eligible children of Medford.

E.N.Miles

# TITLE 1 - LEAP

MEDFORD PUBLIC SCHOOLS

10 HALL AVENUE

MEDFORD, MASSACHUSETTS 02155

January 1, 1981

To: The Administrators Advisory Council  
and  
The Title I LEAP Staff

From: Elizabeth N. Miles, Director/Supervisor of Title I LEAP

Re: Staff Meeting  
Wednesday, January 7, 1981  
1:30 p.m.  
The Conference Room  
Old Medford High School

As we LEAP into another new year, the Title I LEAP staff will be moving into phase II of this year's LEAP program. The areas to be discussed at this meeting will be primarily related to Interim Evaluation. The Title I teachers should bring to this meeting their Identified Lists of children pre-tested and updated statistical information on ~~members~~ <sup>numbers</sup> of children currently in the program.

In-service workshops on reading comprehension are currently scheduled for the next two Wednesday afternoons, January 14 and 21, 1981. Please note this on your calendars.

I would like to wish all of you a healthy and happy 1981. May it prove to be a productive year for all of us.

E. N. Miles



TITLE 1 - LEAP  
MEDFORD PUBLIC SCHOOLS  
10 HALL AVENUE  
MEDFORD, MASSACHUSETTS 02155

January 26, 1981

To: The Title I LEAP Staff  
and  
The Administrators Advisory Council

From: Elizabeth N. Miles, Director/Supervisor of Title I LEAP

Re: Staff Meeting  
Wednesday, January 28, 1981  
Osgood School  
LEAP LEARNING Center  
1:30 p.m.

The Title I LEAP teachers and specialists assigned to your school will be attending a "Child Study Session" at the Osgood School at 1:30 p.m. in the Title I LEAP room.

As always, any interested teachers at your school are welcome to attend.



**TITLE 1 - LEAP**  
**MEDFORD PUBLIC SCHOOLS**  
**10 HALL AVENUE**  
**MEDFORD, MASSACHUSETTS 02155**

February 2, 1981

To: The Title I LEAP Staff  
and  
The Administrators Advisory Council

From: Elizabeth N. Miles, Director/Supervisor of Title I LEAP

Re: Staff Meeting  
Wednesday, February 4, 1981  
Hancock School  
1:30 p.m.

The Title I LEAP teachers and specialists assigned to your school will be attending a "Child Study Session" at the Hancock School at 1:30 p.m.

As always, any interested teachers at your school are welcome to attend.



**TITLE 1 - LEAP**  
**MEDFORD PUBLIC SCHOOLS**  
**10 HALL AVENUE**  
**MEDFORD, MASSACHUSETTS 02155**

February 23, 1981

**To:** The Administrators' Advisory Council  
and  
The Title I LEAP Staff Planning Committee  
of Title I LEAP

**From:** Elizabeth N. Miles, Director/Supervisor of Title I LEAP

**Re:** Staff Planning Committee Meeting  
Wednesday, February 25, 1981  
1:30 p.m.  
Title I Resource Room  
Old Medford High School

The Title I LEAP staff Planning Committee will meet at 1:30 p.m.  
on Wednesday, February 25, 1981 in the LEAP Resource Room, Old Medford High  
School. The following areas will be discussed at this meeting:

Minor program changes for FY 81-82  
Staffing based on numbers of eligible children  
Areas for staff development  
Revision of "Criteria for Student Selection" form

The Staff Planning Committee would like input from administrators,  
teachers and other LEAP staff.

The members of the Planning Committee for this year are:

Miki Berg  
Ronda Brenner  
Patricia Ford  
Mary Lyman



# TITLE 1 - LEAP

MEDFORD PUBLIC SCHOOLS

10 HALL AVENUE

MEDFORD, MASSACHUSETTS 02155

March 6, 1981

To: The Administrators Advisory Council  
and  
The Title I LEAP Staff

From: Elizabeth N. Miles, Director/Supervisor of Title I LEAP

Re: Staff Meeting  
Wednesday, March 11, 1981  
\*1:45 p.m.  
Conference Room (if available)  
LEAP Resource Room  
Old Medford High School

The Title I LEAP staff assigned to your school will be attending a Title I Staff Meeting on Wednesday, March 11, 1981 at 1:45 p.m. at Old Medford High School.

Please note -

The Staff Planning Committee for this year:

Miki Berg  
Ronda Brenner  
Patricia Ford  
Mary Lyman

will meet first at 1:15 p.m. in the LEAP Resource Room.

# TITLE 1 - LEAP

MEDFORD PUBLIC SCHOOLS

10 HALL AVENUE

MEDFORD, MASSACHUSETTS 02155

March 1981

To: The Administrators Advisory Council  
and  
The Title I LEAP Staff

From: Elizabeth N. Miles, Director/Supervisor of Title I LEAP

Re: In-Service Workshop on:

"Identifying Gifted and Talented Children in Title I"  
Wednesday, March 18, 1981  
1:15 p.m.

\*Brooks School - Title I Learning Center

The Title I LEAP Staff assigned to your school will be attending an In-Service Workshop on Wednesday, March 18, 1981 at 1:15 p.m. at the Brooks School. This workshop is being conducted by Dr. Albert Kovner, Chairman of the Department of Educational Administration, Northeastern University.

Dr. Kovner who will be speaking on "Identifying Gifted and Talented Title I Eligible Children and the Planning of Educational Strategies for These Children", has been the 1979 and 1980 Director for the Conference on Administration of Programs for Gifted and Talented.

You and any interested teachers at your school are invited to attend this workshop.



# TITLE 1 - LEAP

MEDFORD PUBLIC SCHOOLS

10 HALL AVENUE

MEDFORD, MASSACHUSETTS 02155

March 1981

To: The Administrators Advisory Council  
The City-Wide Parent Advisory Council  
and  
The Title I LEAP Staff

From: Elizabeth N. Miles, Director/Supervisor of Title I LEAP

Re: In-Service Workshop  
Wednesday, April 1, 1981  
1:30p.m.  
Conference Room  
Old Medford High School

The Title I LEAP staff will be sponsoring an In-Service Workshop on "How to Communicate with Children Who are Dealing with a Loss". This workshop is being conducted by Miss Peg Murphy, the Title I LEAP Adjustment Counselor.

The workshop will be held on Wednesday, April 1, 1981 in the Conference Room at Old Medford High School and will start promptly at 1:30.

It is suggested that you wear comfortable clothing and bring three (3) safety pins.



# TITLE 1 - LEAP

MEDFORD PUBLIC SCHOOLS

10 HALL AVENUE

MEDFORD, MASSACHUSETTS 02155



May 1, 1981

To: The Administrators Advisory Council  
and  
The Title I LEAP Staff

From: Elizabeth N. Miles, Director/Supervisor of Title I LEAP

Re: Staff Meeting  
Wednesday, May 6, 1981  
1:30 p.m.  
\*Kennedy School

The Title I LEAP staff assigned to your school will be attending a Title I staff meeting on Wednesday, May 6, 1981 at 1:30 p.m. at the Kennedy School in the room referred to as "The Future Kitchen" which is off the Gym. Mr. Swanson asks that you please park near fences and not in front of the building.

At this meeting we will discuss post-testing. According to the norming dates of the California Achievement Test, Dr. Kaufman feels all testing should be completed by May 23.

The following schedule is suggested:

Weeks of May 4 and May 11 - Grades 1-6.  
Kindergarten children should not be tested until the week of May 18 since they have been in the program the shortest period of time.

Since pre and post-testing is a very important diagnostic and accountability component of Title I programs, we ask for your cooperation and tolerance during this time.

# TITLE 1 - LEAP

MEDFORD PUBLIC SCHOOLS

10 HALL AVENUE

MEDFORD, MASSACHUSETTS 02155

May 1981

To: The Title I LEAP Staff  
The Administrators Advisory Council  
and  
The Parent Advisory Council

From: Elizabeth N. Miles, Director/Supervisor of Title I LEAP

The following is an outline of the records which the Title I LEAP staff will be completing for the rest of this year.

The staff will check (✓) each item as it is completed.

## I. Evaluation Team Reports

1. Standardized Pre/Post Test Information requested by our External Evaluation Team.
  - a. California Achievement Form C (Grades K-6) pre and post
  - b. Leave test booklet in each child's folder for analysis of learning needs in September. Scores recorded on appropriate grade level forms.
2. Behavior/Attitude Check List
  - a. Completed and recorded as specified by the Evaluators.
  - b. This check list will be left in the child's individual LEAP folder in the locked Title I file at target schools.
3. Career Awareness
  - a. Grade 6 evaluation of the Career Awareness component will be collated and recorded for the Evaluators.
4. Specialists Reports

Remedial Reading, Speech and Language, Physical Education and Adjustment Counselor will complete their specialized assessments and will write a report for the Evaluators on the effectiveness of their role on the LEAP team. This report will include statistical information about children referred to them.

Specialists' diagnostic assessments of individual children will be on file in the Title I office.

5. Parent Evaluation

Parent Evaluation Forms should be returned to the Title I office by June 2 to be collated by the PAC.

All the above information requested by the External Evaluation Team should be available for Dr. Kaufman in the Title I office by June 2, 1981.

II. Pupil Records

1. Individual Pupil Profile Charts should include:

- a. Identifying information
- b. Referral data
- c. Initial evaluation test scores CAT - Grades K-6
- d. Final evaluation test scores CAT - Grades K-6
- e. Recommendations for next school year.
- f. LEA achievement test scores (Stanford) recorded on the back of the profile chart. These profile charts will be filed alphabetically by grade and school in the Title I office for the summer.

2. Specific Behavioral Objectives

- a. Completed for each child based on the Brigance Inventory and other applicable assessments.
- b. Reviewed with the classroom teacher.
- c. Left in each child's individual LEAP folder at target schools in the locked Title I file.

3. Sixth grade children who may need continuing supportive help in junior high. The "Identifying Information on Students Entering Grade 7" Form will be completed and sent to the Title I office. This information will be sent to the junior high school principals by the Title I office and discussed with the principal and seventh grade counselor.

4. Identified Children for the 80/81 Title I LEAP Program

A list will be compiled based on LEA achievement test results and the weighted Criteria for Selection Checklist. This list will be sent to the Title I office.

5. Individual children's LEAP folders will be filed by grades and locked in Title I files at each target school. Keys to these files will be tagged and left in the Title I office.

Yearly Profile Charts are kept in the Title I office for program audit and review. Lists of Title I children receiving CET's or referred to such should be compiled by school, grade and present status.

### III. Title I Materials

1. A list of all materials at each target school should be left in the Title I office. These materials should be catalogued as to equipment, books, records, tapes, cassettes, kits, etc. and condition should be noted.
2. Non-consumable Title I materials at the target schools should be assembled, labeled and stored where indicated by the principal of the school.
3. All materials and equipment from the LEAP Resource Center should be listed on your inventory, since we do not know at this time where the Title I Resource Center will be located.

Copies of Memoranda to P.A.C.

**TITLE 1 - LEAP**  
**MEDFORD PUBLIC SCHOOLS**  
**10 HALL AVENUE**  
**MEDFORD, MASSACHUSETTS 02155**

September 18, 1980

To: Title I LEAP PAC Council Members

From: Mrs. Nancy Iovanni, PAC Chairperson  
and  
Elizabeth N. Miles, Director of Title I

Re: PAC Leadership Meeting  
Thursday, September 25, 1980  
at 9:30 a.m.  
Conference Room  
Old Medford High School

Title I LEAP has been leaping again since September 3, 1980 when our staff attended an In-Service meeting with the Evaluation Team to review their evaluation of the 79/80 program and to plan ways to implement their recommendations. Each year at this time, we like to invite all present and past leaders of our Title I Parent Advisory Council to meet and share ideas for positive parent participation at your neighborhood schools.

The first council meeting for this year will be on Thursday, September 25, 1980 at 9:30 a.m. in the Conference Room. Please make every effort to be sure your school is represented. The agenda for the meeting will be:

1. Organizing PAC groups at each Title I school and assuring each school has two representatives to the City-Wide Council.
2. Sending a representative to the Annual Conference of the National Coalition of ESEA Title I Parents October 28 - Nov. 2.
3. Organizing a program committee.
4. Planning the first edition of PAC Newsletter LEAP.
5. Status report on this year's LEAP program - new schools, assignment of staff, etc.

I would like to wish each of you and your children a happy, healthy school year and am looking forward to meeting with all of you again.

Please call the Title I office 396-5800, Ext. 320 if you have any questions.

# TITLE 1 - LEAP

MEDFORD PUBLIC SCHOOLS

10 HALL AVENUE

MEDFORD, MASSACHUSETTS 02155

October 10, 1980

To: Title I LEAP PAC Council Members

From: Mrs. Nancy Iovanni, PAC Chairperson  
and  
Mrs. Elizabeth N. Miles, Director of Title I LEAP

Re: City-Wide Parent Advisory Council Meeting  
Thursday, October 16, 1980  
9:30 a.m.  
Conference Room  
Old Medford High School  
10 Hall Avenue

The next meeting of the Title I LEAP City-Wide Parent Advisory Council (PAC) will be on October 16, 1980 at 9:30 a.m. This is a most important meeting so please make every effort to assure representation from your school. The agenda will be as follows:

- \*1. Election of officers for the 1980-81 year.
2. Committee reports  
Program Committee  
Newsletter  
Area meetings for Education Week
3. Letter from Shirley Roberts, our State Title I Supervisor relative to her recent observation of our Title I LEAP Program.
4. Parent training program, STEP, which will be offered by Ms. Peg Murphy, our Title I Adjustment Counselor.
- \*5. Discussion of the effect of PROPOSITION 2 1/2 on local education.
6. New business.

Again, this is a most important meeting, so please make every effort to represent your school.

\*\*\*\*\*

Please call the Title I Office 396-5800, Ext. 310 if you have any questions.



**TITLE 1 - LEAP**  
**MEDFORD PUBLIC SCHOOLS**  
**10 HALL AVENUE**  
**MEDFORD, MASSACHUSETTS 02155**

November 7, 1980

Memo to: Title I LEAP PAC Council Members  
From: Elizabeth N. Miles, Director of Title I LEAP  
Re: Postponement of meeting

The scheduled meeting with Shirley Roberts, our State Title I Supervisor, for Thursday, November 13, 1980 to visit some of the Title I schools has been postponed. Mrs. Roberts will be unable to come to Medford because of State meetings.

However, we urge you to visit your child's Title I LEAP Learning Center during Education Week.

Reminder - Our next PAC meeting will be Tuesday, November 18 at 9:30 a.m. with our Evaluation Team.

# TITLE 1 - LEAP

MEDFORD PUBLIC SCHOOLS

10 HALL AVENUE

MEDFORD, MASSACHUSETTS 02155

November 10, 1980

To: The Title I LEAP City-Wide PAC

From: Mrs. Nancy Iovanni, PAC Chairperson  
and  
Mrs. Elizabeth N. Miles, Director of Title I LEAP

Re: City-Wide Parent Advisory Council Meeting

\*Tuesday, November 18, 1980  
9:30 a.m.  
Conference Room  
Old Medford High School  
10 Hall Avenue

This is to remind you of the next meeting of the City-Wide Parent Advisory Council scheduled for Tuesday, November 18, 1980 at 9:30 a.m.

This is a most important meeting since it will be with our External Evaluation Team, Kaufman Associates. Under ESEA Federal Regulations for Title I, the external evaluators of programs must review their evaluation of the Title I program yearly.

You and any of your friends and neighbors are welcome at this meeting.

Please read the enclosed memorandum and if you wish to attend this State Parent Advisory Council Training Conference, contact the Title I LEAP office at 396-5800, Ext. 310 immediately.



MEDFORD PUBLIC SCHOOLS  
MEDFORD, MASSACHUSETTS

Title I - LEAP

November 1980

To: The Title I LEAP City-Wide PAC  
From: Mrs. Nancy Iovanni, PAC Chairperson  
and  
Mrs. Elizabeth N. Miles, Director of Title I LEAP  
Re: City-Wide Parent Advisory Council Meeting

\*Tuesday, December 2, 1980  
9:30 a.m.  
Conference Room  
Old Medford High School  
10 Hall Avenue

This is to remind you of our rescheduled meeting with our Title I Evaluation Team on \*Tuesday, December 2, 1980 at 9:30 a.m. This meeting had to be postponed due to a snow "No School Day". This is a most important meeting because under ESEA Federal Regulations for Title I, the external evaluators of programs must review their evaluation of the Title I program with the Parent Advisory Council. Any of your friends and neighbors are welcome at this meeting. Please make every effort to attend. Come and bring a friend.

A Happy Thanksgiving to you and your families. I am thankful that our talented Title I LEAP staff continues to provide quality education to the eligible children of Medford.

MEDFORD PUBLIC SCHOOLS  
MEDFORD, MASSACHUSETTS

Title I - LEAP

December 1980

To: Title I LEAP City-Wide PAC Members

From: Mrs. Nancy Iovanni, PAC Chairperson  
and  
Mrs. Elizabeth N. Miles, Director of Title I LEAP

Re: City-Wide Parent Advisory Council Meeting  
Thursday, December 11, 1980  
\*9:30 a.m.  
Conference Room  
Old Medford High School  
10 Hall Avenue

The next meeting of the Title I LEAP City-Wide Parent Advisory Council (PAC) will be on Thursday, December 11, 1980 at 9:30 a.m. This is an important meeting since Ms. Shirley Roberts, our Massachusetts State Department of Education Supervisor, will be visiting with us. The agenda will be as follows:

1. A picture of the PAC and the officers will be taken as close to 9:30 as possible.
2. Brief committee reports:  
Program Committee  
Area meetings  
Newsletter  
State PAC
3. Report on Parent Training Program which will be going on as scheduled.
4. Visitation of some Title I Learning Centers with Shirley Roberts.

Note: Members participating in the Parent Leadership Training session will be able to visit the Title I schools at another time.

Please call the Title I LEAP Office at 396-5800, Extension 310 if you have any questions or if you are unable to attend this meeting.

TITLE 1 - LEAP  
MEDFORD PUBLIC SCHOOLS  
10 HALL AVENUE  
MEDFORD, MASSACHUSETTS 02155

January 1981

To: The City-Wide Parent Advisory Council of Title I LEAP

From: Nancy Iovanni, Chairperson  
and  
Elizabeth N. Miles, Director of Title I

Re: PAC Meeting  
Thursday, January 22, 1981  
Old Medford High School  
Conference Room  
9:30 a.m.

A most interesting meeting has been planned for the PAC on Thursday, January 22, 1981 at 9:30 a.m. Our Title I LEAP Reading Specialists, Marie Melican and Sherrie Weinstein, will be conducting "A Reading Workshop for Parents".

Come and find out the parents' role in helping children to have successful reading experiences in school.

At this meeting, we would like you to think about ideas and plans for our "Annual Spring Lecture."

Looking forward to seeing you all for our first meeting in 1981. Let's hope it will be a happy and productive year for all of us.

Please call 396-5800, Ext. 310 - Title I LEAP if you have any questions.



TITLE I - LEAP

February 1981

To: Title I LEAP City-Wide Parent Advisory Council

From: Mrs. Nancy Iovanni, PAC Chairperson  
and  
Mrs. Elizabeth N. Miles, Director of Title I LEAP

Re: City-Wide Parent Advisory Council Meeting  
Thursday, February 26, 1981  
9:30 a.m.  
Conference Room, Old Medford High School  
10 Hall Avenue

The next meeting of the Title I LEAP City-Wide Parent Advisory Council will be on Thursday, February 26, 1981 at 9:30 a.m.

The LEAP Speech and Language Specialists, Miki Berg and Paula Donovan will be there to discuss with you some of the questions frequently asked by parents:

Should I be concerned about my child's speech and language development?  
What is the time line of normal speech and language development?  
What is a language problem?  
Can I help my child to be a better communicator?

Come and bring a friend or neighbor to this most interesting meeting.

Other items to be discussed will be:

1. Looking at federal money for education.
2. Schedule of open community meetings on the closing of neighborhood schools.
3. Meeting with Title I LEAP Staff Planning Committee to discuss parent ideas for the FY82 program.
4. Revision of Parent Evaluation Questionnaire.

Please call the Title I LEAP office at 396-5800, Extension 310 if you have any questions or if you are unable to attend this meeting.



**TITLE 1 - LEAP**  
**MEDFORD PUBLIC SCHOOLS**  
**10 HALL AVENUE**  
**MEDFORD, MASSACHUSETTS 02155**

March 1981

To: City-Wide Advisory Council of Title I LEAP

From: Mrs. Nancy Iovanni, PAC Chairperson  
and  
Mrs. Elizabeth N. Miles, Director of Title I

Re: Parent Advisory Council Meeting  
Thursday, March 19, 1981  
9:30 a.m.  
Conference Room  
Old Medford High School  
10 Hall Avenue

The next meeting of the Title I LEAP City-Wide Parent Advisory Council (PAC) will be on March 19, 1981 at 9:30 a.m. This is a most important meeting so please make every effort to assure your school is represented. The agenda will be as follows:

1. You will be meeting with the LEAP Staff Planning Committee to share ideas for next year's Title I program. We want your input.
2. Plans for meeting with Congressman Markey in May.
3. Studying Medford's current Federal Funds for Education.
4. Plans for attending the conference for Parents and Educators at Boston University on March 21, 1981.
- \*5. Our Title I Speech and Language Specialists, Mrs. Berg and Miss Donovan will continue their workshop on "How You Can Help Your Child to be a Better Communicator."

Again, this is a most important meeting, so please make every effort to represent your school.

Call the Title I Office, 396-5800, Ext. 310 if you are unable to attend.



# TITLE I - LEAP

MEDFORD PUBLIC SCHOOLS  
10 HALL AVENUE  
MEDFORD, MASSACHUSETTS 02155



April 1981

To: City-Wide Parent Advisory Council of Title I LEAP

From: Mrs. Nancy Iovanni, PAC Chairperson  
and  
Mrs. Elizabeth N. Miles, Director of Title I

Re: Special PAC Meeting  
Thursday, April 9, 1981  
9:30 a.m.  
Conference Room  
Old Medford High School  
10 Hall Avenue

There will be a special meeting of the City-Wide Parent Advisory Council on Thursday, April 9, 1981 at 9:30 a.m.

This is a most important meeting since we will be finalizing our plans for our Special Spring Event - "An Evening with Your Congressman Edward J. Markey". We need the help of everyone on the council to make this event a success.

Time permitting, we will also work on revising the Title I Parent Program Evaluation Forms that are filled out by all parents who have children in the LEAP program.

**TITLE 1 - LEAP**  
**MEDFORD PUBLIC SCHOOLS**  
**10 HALL AVENUE**  
**MEDFORD, MASSACHUSETTS 02155**

April 1981

**To:** City-Wide Parent Advisory Council of Title I LEAP

**From:** Mrs. Nancy Iovanni, PAC Chairperson  
and  
Mrs. Elizabeth N. Miles, Director of Title I

**Re:** PAC Meeting  
Thursday, April 30, 1981  
9:30 a.m.  
Conference Room  
Old Medford High School  
10 Hall Avenue

The next meeting of the City-Wide Parent Advisory Council will be held on Thursday, April 30, 1981 at 9:30 a.m. The agenda for the meeting will be as follows:

1. Progress report on "An Evening With Your Congressman Edward J. Markey".  
(Note) Come prepared with questions you would like asked.
2. Projected budget for the next year (81-82) Title I LEAP program.
3. Revision of the Title I Parent Evaluation Form.
4. Visiting some of the other Title I Learning Centers.
5. Selecting of Target Schools for 81-82 program.

This is a most important meeting. If you are unable to attend, please call the Title I office at 396-5800, Ext. 310.

**TITLE 1 - LEAP**  
**MEDFORD PUBLIC SCHOOLS**  
**10 HALL AVENUE**  
**MEDFORD, MASSACHUSETTS 02155**

May 1981

**To:** City-Wide Parent Advisory Council of Title I LEAP

**From:** Mrs. Nancy Iovanni, PAC Chairperson  
and  
Mrs. Elizabeth N. Miles, Director/Supervisor of Title I

**Re:** PAC Meeting  
Thursday, May 28, 1981  
9:30 a.m.  
Conference Room  
Old Medford High School

The next meeting of the City-Wide Parent Advisory Council will be held on Thursday, May 28, 1981. The agenda for the meeting will be as follows:

1. Report on "An Evening with Your Congressman, Edward J. Markey" Congratulations to the committee who planned and carried out this most successful evening.
2. Eligible target schools for the 1981-82 Title I program.
3. Proposed budget for the 81-82 program.
4. Review of the entire Title I LEAP proposal for the 1981-82 school year.
5. Parent evaluation of this school year program and plans for collating the results.
6. Presentation of bookmarks and sixth grade awards to Title I LEAP students.

Newsletters

**TITLE 1 - LEAP**  
**MEDFORD PUBLIC SCHOOLS**  
**10 HALL AVENUE**  
**MEDFORD, MASSACHUSETTS 02155**

*Medford's Title I City-Wide Parent Advisory Council annually sponsors events of interest to parents, educators and public officials. This year for our spring event we have joined with the Title I Parent Advisory Council from Malden in sponsoring a speaker who can share with us his knowledge of the legislative and educational scene at the national as well as local levels. We feel this could be of particular interest to you, and wish to offer a special invitation to join us.*

*An Evening with Your Congressman, Edward J. Markey will be held at St. Francis Parish Hall on Friday, May 8, 1981 at 7:30 P.M.*

*Congressman Markey will speak on current issues that are affecting all citizens and their children in today's world. He has assured us he will be pleased to answer questions and share the insights and perspectives developed during his time in the nation's capitol.*

*You are most cordially invited to join us May 8 and meet and exchange views with Congressman Markey.*

*Sincerely yours,*

**THE EXECUTIVE BOARD**  
**Title I Parent Advisory Council**



SPECIAL EDITION

The Title I LEAP Parent Advisory Council

Invites You to Attend

"AN EVENING WITH YOUR CONGRESSMAN  
EDWARD J. MARKEY"

Time - Friday May 8, 1981      7:30 p.m.

Place - St. Francis Parish Hall

Corner of Fellsway West and Fulton Street  
Medford, Mass.

All interested Parents and Teachers are invited.

Cuts in Education Will Hurt Not Cure Our Economy

## LEAP AT BROOKS

Title I Leap is new to the Brooks School this year. It is a federally funded program, that provides children who meet the requirements of the program, to improve their reading and language skills. Medford's Title I Program is under the direction of Mrs. Elizabeth Miles. The two Title I Instructors assigned to the Brooks are; James Marciano and Myrna Walton. They are assisted on a consulting basis, when the need arises, with a team of specialists. They include; remedial reading, speech, adjustment counseling, and physical education. These specialists along with the Title I Instructors provide a team approach when working with the children.

One activity just completed by the LEAP children at the Brooks was a cooking lesson. The children made "crescent puffs". The skills involved in the cooking activity were; reading, following directions, sequencing, vocabulary development, and writing. A follow up lesson had the children writing stories about their cooking experience using some of the new words they had learned. This proved to be an enjoyable learning experience for everyone.

There is a Parent Advisory Council (PAC) to LEAP which meets on the 3rd Thursday of each month at the Old Medford High School on Forest Street. Parents meet and discuss all aspects of the Title I LEAP Program.

P.A.C. representatives from the Brooks are Nancy Fargo and Carol Downes. If you have any questions, please feel free to contact them.

The Title I LEAP Teachers and the PAC representatives would like to thank all the parents who attended the November 5th meeting.

By James Marciano  
Title I LEAP



## WHAT'S HAPPENING IN L.E.A.P.?

The past few months the Leap children have been working on many different activities. Such as;

I. A VALENTINE COOKING LESSON. The children made sugar cookies. They were involved in reading the recipe, following written and oral directions, and sequencing. Before they cooked they completed a worksheet which included skills that had been previously covered in Leap. The vocabulary used related to the recipe. Every child took an active part in mixing, stirring, baking, and cleaning up. The most enjoyable parts of the lesson were eating the cookies and sharing them with the staff.

II. A RADIO BROADCAST. Mr. Daley's and Mr. O'Briens' Sixth Graders put on a radio broadcast. The children learned about the various people that work at a radio station. They developed their vocabulary, language and reading skills during the process. The culminating activity resulted in each group taping a radio program. The children assumed the roles of various radio station workers. They wrote their own scripts and selected music to play. Possibilities were shown for future careers in the world of Communications. Move over "Sunny Joe White!"

III. A PUPPET SHOW. Miss DiVirgilio's and Mr. Prior's Fifth Grade Leap children presented a puppet show entitled: The Difference A Valentine Makes. All phases of the production were handled by the children. They designed the scenery and drew their own puppets to represent the characters in the play. The skills involved included; oral reading, reading with expression, and character identity. The children developed self confidence by presenting the puppet show for their classmates, teachers, and Mr. Martin.

Happiness is watching the children grow in self esteem and the enthusiasm they show for learning.

James Marciano  
Myrna Walton



BALLOON O GRAM?

On April 10th, Grade Three sent off helium balloons in a contest for their Weekly Reader Series. Hopefully the balloons will be found, their messages read and returned. The Brooks P.T.A. sponsored this event, and I would like to share with our readers the following Thank You letters from Grade 3.

Thank you very much for the helium. We needed it. Thank you very much.  
Doug Purdy

Thank you and the P.T.A. for paying for the helium especially the balloons. We're going to send them off today. Sincerely,  
Eric Lonnberg

Thank you for helping us so we can get the helium. Eric Mann

Thank you for giving us the balloons and helium. We all really will thank the balloons and the PTA. I would like too keep them instead of floating them.  
Sincerely Tiffany Grubb

Thank you for giving us the helium. The balloons are pretty especially the green. I like them very much. Sincerely, Diane

Thank you for the helium for our balloons. We are going to fly them today at 1:00.  
Sincerly, Alison Hatch

We thank you! Their really fun, if we had really large larger strings! And if we didn't have it, it wouldn't stay up.  
Sincerly yours, Brooks School.

Thank you for the helium. It was fun flying the balloons. And thank you again.  
Your friend, Sharon Palmisano

Thank you for the helium for the balloons. I hope we win, and if we do, you will have helped us especially. Sincerly, Neil Owens

Thank you for the money for the helium. Tell Pamela's mother to!  
Sincerly Pamela Weymouth

Thank you for the helium for our balloons. We needed it bad so that we could enther the contest. We have been wanting a long time.

112

Thank you Jodie Clark





## PARENT ADVISORY COUNCIL

|             |                                 |
|-------------|---------------------------------|
| BROOKS      | Mrs. Carol Downs                |
|             | Mrs. Nancy Fargo                |
| COLUMBUS    | Mrs. Carol Duffy                |
|             | Mrs. Debbie Dango               |
| FRANKLIN    | Mrs. Leslie Maguire             |
|             | Mrs. Mary Yanus                 |
| HANCOCK     | *Mrs. Frances Amari,            |
|             | Past Chairperson                |
|             | Mrs. Lillian Insogna            |
| HERVEY      | *Mrs. Frances Cooper-Berry,     |
|             | Recording Secretary             |
| HILLSIDE    | Mrs. Roberta Parks              |
|             | Mrs. Jane Sewell                |
| KENNEDY     | Mrs. Enza Roselando             |
| OSGOOD      | Mrs. Kathleen Sodano            |
| SWAN        | Mrs. Catherine Bates            |
|             | *Mrs. Sylvia DiPlacido, Vice-P. |
| TUFTS       | *Mrs. Nancy Iovanni,            |
|             | Chairperson                     |
| St. CLEMENT | Mrs. Emily Shannon              |
| St. JOSEPH  | Mrs. Margaret Regan             |
|             | Mrs. Joan LeBranti              |
| St. FRANCIS | Mrs. Roseleen DelloRusso,       |
|             | Past chairperson                |
| St. RAPHAEL | Mrs. Diane Costello             |
| IMMACULATE  | Mrs. Doris Flynn                |
| CONCEPTION  | Mrs. Marie Hartigan             |

These people represent your school. Please contact them for any problem or questions you may have.

The PAC meets once a month on the third Thursday of the month at 9:30 a.m. at the old high school on Forest Street. The parents meet and discuss children and their school likes and dislikes, any problems, etc. Please come and join us. Coffee and donuts are always served. All children are welcome!!

American Education Week begins November 16, 1980. Why not visit your child's Title I room and teacher during this week. Parents are always welcome.

Get to Know Your LEAP Teachers

|             |                               |
|-------------|-------------------------------|
| BROOKS      | James Marciano, Myrna Walton, |
|             | Sherrie Weinstein             |
| COLUMBUS    | Rita Covelle, Myrna Walton    |
|             | Paula Donovan                 |
| FRANKLIN    | Helen Wiseman, Miki Berg,     |
|             | Marie Melican                 |
| HANCOCK     | Patricia Ford, Paula Donovan  |
|             | Sherrie Weinstein             |
| HERVEY      | Marcy Elkin, Miki Berg,       |
|             | Sherrie Weinstein             |
| HILLSIDE    | Kathleen Indigaro, Paula      |
|             | Donovan                       |
| KENNEDY     | Linda Hanley, Kathleen        |
|             | Indigaro, Paula Donovan,      |
|             | Sherrie Weinstein             |
| OSGOOD      | Patrice DiMare, Hartiet       |
|             | Griffin, Miki Berg, Marie     |
|             | Melican                       |
| SWAN        | Ronda Brenner, George         |
|             | Harding, Marie Melican, Miki  |
|             | Berg                          |
| TUFTS       | Mary Lyman, Sherrie Weinstein |
|             | Paula Donovan                 |
| St. CLEMENT | Mary Lyman                    |
| St. JOSEPH  | Doris Sickler, Marie Melican  |
| St. FRANCIS | Doris Sickler, Marie Melican  |
| St. RAPHAEL | Marcy Elkin, Miki Berg        |
| IMMACULATE  | Pat Ford, Marie Melican       |
| CONCEPTION  |                               |

Providing services to all target schools both public and parochial are:

Margaret Murphy, Adjustment Counselor  
Paul Mattatall, Physical Ed. Specialist

Elizabeth N. Miles, Director

Once again, Francis Cooper-Berry of the Hervey School will put on her traveling shoes for LEAP. This year she will represent Medford in Kentucky at the National Coalition of Title I Parents. Have a good time, Frances, and bring back some more useful information.

Please watch out for flyers announcing our LEAP slide presentation to be given at all our Title I schools in the near future. This slide program which has been put together by Mrs. Indigaro of the Hillside and Kennedy schools explains the Title I LEAP program and shows the children at work. Mrs. Indigaro and the children did a beautiful job putting the slide show together, so when your school plans a showing, please come out and see it. You will not be sorry.

Brooks - Wednesday, Sept. 17, 7:30 p.m.

Hillside - Friday, Oct. 17, 9:30 a.m.

Hervey - Wednesday, Oct. 22, 1:30 p.m.

Title I LEAP welcomes all newcomers to our program. Please, if there are any questions you may have, feel free to call upon your child's instructor or you may call or visit the Title I Resource Room at the Old High School (near the cafeteria)

### The Single Parent Experience

This is a series of educational workshops for mothers and fathers who are parenting alone.

Where: West Medford Community Center  
6 Bower Street  
W. Medford (behind the fire station)

When: Thursday, 7:00-8:30 p.m.  
Oct. 2 - Nov. 20

Peg Murphy, the Title I Adjustment Counselor will be offering a Parent Study Group for the PAC. It will be a six week course beginning Thursday, November 6, 1980 and ending on December 18, 1980. It will be located at the Conference Room from 9:30-11:00. The purpose of this study group is an informal sharing about effective communication between parents and children.

If you have any questions about this study group, please call the Title I LEAP office at 396-5800, Ext. 310.





Nancy Iovanni, Editor

Frances Cooper-Berry, our travelling parent from the Hervey School has returned from the "In-Service Training Conference for Title I Parents" which was held in Louisville, Ky. Francis reports that "communication and cooperation between home and school was stressed and fully supported by all. Conference attendance is a valuable teaching tool for parents. It is important to see what has been done, whether poorly or well, with Title I and the potential for Title I for expanding parental involvement." As usual, Frances has done an exceptionally fine job and we are proud to have her representing Medford on the National Level. Thanks, Frances.

On December 18th, the PAC completed their six week Parent Discussion Seminar. Topics discussed included: Understanding Children's Behavior and Misbehavior, How to Listen to Your Child, Expressing Your Ideas and Feelings to your Children. The facilitator for the group was Peg Murphy, LEAP Adjustment Counselor. Parents attending the course felt that it was worthwhile and recommended that it be given again in April. The Training Seminar will be offered again beginning on Thursday, April 30. Call the Title I office.

Title I Office 396-5800, Ext. 310  
PAC meetings are held the third Thursday of each month at the Old High School in the Conference Room. We strive for cooperation and communication between parents and school staff at home and at school.

Language is a child's first learning tool. The more words they hear and eventually use, the better they will understand these words when they see them in books. Listen with interest to what your child tells you, talk to your child and read to your child frequently. If you make reading important and fun, your child will probably be eager to learn to read, too.

### What is Your School Doing?

If your child's school is working on a special project, please let us know. We would love to hear about it, and we are sure others would, too.

The students of Mrs. Sherrie Weinstein at the Tufts School have put out their own LEAP Newspaper and did a great job. It included sports news, puzzles and current events. We understand another issue may be coming soon. GOOD WORK, KIDS.

Under the Direction of Mrs. Kathleen Indigaro, third grade readers at the Hillside School have been involved in a Fairy Tale unit. The children have read and listened to a number of stories and have completed language arts activities which included listening, speaking, reading, and writing skills. As a culminating project, they wrote their own fairy tale and created a filmstrip and tape recording of it.

### DID YOU KNOW ABOUT?

After School Programs are set up to provide care after school for children whose parents work or for other reasons need an after school program on a regular basis.

The Medford Community Center, 395-7650 offers a program for children 6-11 years of age.  
The West Medford Community Center has two programs for 5 and 6 year olds - 488-3937. For older children 7-11 years of age, 488-1710.  
For information on Recreational after-school programs which meet once a week contact:  
Mystic Valley Girl Scouts - 395-8640  
Campfire Girls - 391-7186  
Boy Scouts - 438-9500  
for a meeting convenient to your home.



April 1981

Nancy Iovanni, Editor

"A SPECIAL EVENT IN MAY"

Write this important date on your calendar:

May 8, 1981            7:30 p.m.

It is with pleasure that the Title I LEAP City-Wide Parent Advisory Council announces that its "Special Event" for this year will be "An Evening with Your Congressman Edward J. Markey" on Friday evening, May 8, 1981 at 7:30 p.m. in the St. Francis Parish Hall, Fellsway, Medford.

The committee planning this year's Annual Spring lecture is Mrs. Catherine Bates, Mrs. Sylvia DiPlacido, Mrs. Roseleen DelloRusso, Mrs. Doris Flynn, Mrs. Emily Shannon and PAC Chairperson, Mrs. Nancy Iovanni.

These dedicated women will be working closely with the Malden Title I PAC to make this a most outstanding evening for our area.

Come and find out what is happening in Washington that will affect you and your children.

\*\*\*\*\*

April marks the sixteenth anniversary of Title I.

This outstanding legislation providing the first supplementary federal money for the education of children was signed into law on April 11, 1965 by President Lyndon Johnson "To strengthen and improve educational quality and educational opportunities in the nation's schools." Currently over five million children in the United States participate in Title I programs.

Medford's Title I LEAP program, which started in January of 1973, provides supplementary help in reading and all communication skills to over five hundred children each year.

Visit your child's Title I LEAP Learning Center during the month of April.

NAMES IN THE NEWS

PEG REGAN, St. Joseph's representative to the City-Wide PAC attended the Institute for Literacy and Language Seminar for Parents and Educators at Boston University School of Education on Saturday, March 21. This unusual institute presented a forum for parents, educators and outstanding researchers in reading and language to meet and explore ways of providing an effective home environment for reading.

The fourth grade LEAP students at the Kennedy School "cooked up" the idea of collecting their favorite recipes. Soon they had quite a few "old favorites". Since Medford's Title I LEAP program is geared toward all aspects of Language Arts, the children "served" the idea of compiling a cook book to MS. LINDA HANLEY.

The boys and girls: INA COLANGELI, LARRIN DI CENSO, ANTHONY DI NAPOLI, LISA PITTORINO, RACHEL PORROVECCHIO and VINCENT ROSSETTI first learned about the different parts of books. During the month of February they designed a cover, wrote an introduction, compiled a Table of contents and organized the Index. The book, "BAKER'S DELIGHT", a cook-book sampler, was published at the Kennedy School by these fourth graders - ever wonder how to make Fish Fillets?

MIKI BERG and PAULA DONOVAN, the LEAP Speech and Language Specialists, conducted workshops for parents on understanding children's speech and language development and how parents can help their children to be better communicators. If you would like any of the materials they had for parents, please call the Title I LEAP office 396-5800, Ext. 310 and we will send them to you. These materials are especially good for parents who have children entering kindergarten in the fall.

WHAT ARE SIGNS OF HEARING  
IMPAIRMENT?

Speech that is slurred or of inappropriate volume (too loud or too soft); inattention; lack of concentration; poor speech and language development; poor school performance; behavioral problems; playing television that is too loud; are some of the many indications that hearing impairment may exist. Any ear pain or ear discharge may signal a serious medical problem in all age groups. A physician should be contacted if any of these medical symptoms occur.

